

The background of the entire page is black. On the left side, there are several thick, white, curved lines that sweep from the top left towards the bottom right. These lines are somewhat irregular and hand-drawn in appearance. In the lower right quadrant, there is a cluster of thinner, more chaotic white lines that intersect and cross each other.

Bulletin



THE DELTA KAPPA GAMMA

Bulletin

THE DELTA KAPPA GAMMA SOCIETY
INTERNATIONAL • AUSTIN, TEXAS

Winter 1960

The Delta Kappa Gamma

Bulletin

HELEN E. HINSHAW, Editor

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Mrs. Boutelle has contributed to state and national bulletins, journals, and textbooks; has held numerous state and national appointments in the Council of Teachers of English; and has been an advisory editor for the *English Journal* and *Educational Method*. A charter member of Delta Chapter, she is a former chapter president and former state president and served as the first editor of *Florida Rays*.

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Mrs. Cody prepared all of the illustrations for the article on Florida. She served as head of the Department of Fine and Applied Arts at State Teachers College in Troy, Alabama, from 1931 until 1951, when she joined the staff of the College of Education of the University of Florida. In 1957 she resigned to establish a home.

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Cover Design

The cover designs for The Delta Kappa Gamma *Bulletin* are prepared by the Art Studio of Austin, Texas.

Illustrations

Ralph White, associate professor of art at the University of Texas, is our illustrator for all except the Florida sketches.

ABOUT OUR CONTRIBUTORS

Bernice Milburn Moore

Dr. Moore is presently working on the manuscript for the Texas Cooperative Youth Study with Dr. Wayne H. Holtzman, associate director of research, Hogg Foundation for Mental Health. This study of the attitudes, problems, and interests in personal and family living of 13,000 Texas high school youth (grades 9-12) has been a cooperative venture by the home economics faculties of sixteen colleges in Texas, the Division of Home and Family Life Education of the Texas Education Agency, and the Hogg Foundation. Dr. Moore is an honorary member of Alpha Chapter, Texas.

Emma Reinhardt

Dr. Reinhardt, with Dean Elizabeth K. Lawson also of Eastern Illinois University, had an article in the May, 1959, issue of *Educational Administration and Supervision* describing an opinion survey undertaken for Delta Kappa Gamma in Illinois. The study was designed to ascertain whether experienced teachers are satisfied with their working conditions. Dr. Reinhardt is a former national president of The Delta Kappa Gamma Society.

Maurine Martel

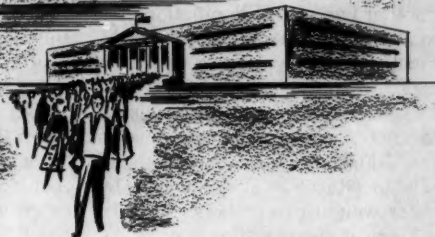
Miss Martel is head of the mathematics department at Polytechnic High School in Fort Worth. She has been treasurer of Delta Chapter for over twenty years and was a long time friend of Miss Charlie Mary Noble.

Charlie Mary Noble

Miss Noble prepared this article for the *Bulletin* during the summer with the understanding that it would appear in either the Fall or the Winter issue. While the copy was being edited for publication, word came that Miss Noble had passed away on November 30. In her letter to the Editor accepting the assignment she wrote: "There will be one condition; that is, if the article is not what you want it to be, you will promise not to publish it. I want everything connected with the Delta Kappa Gammas to measure up to high standards."

Genevieve Mayberry

Miss Mayberry is a native Oregonian whose kinsmen took part in some of the major events of both Oregon and Alaska history. She has taught in Alaska for twenty-one years and says she is as proud of both states as if she had made them herself. Miss Mayberry has had articles published in numerous educational journals and other periodicals. Her book for third and fourth grade children, *Eskimo of Diomedea*, will appear in Follett's new READ TO KNOW series in the spring. She is a member of Gamma Chapter in Juneau.



Enlighten the people generally and tyranny and oppressions of both mind and body will vanish like evil spirits at the dawn of day.

—Thomas Jefferson

Women and Education

by Bernice Milburn Moore

PUBLIC SCHOOL education in the United States has, indeed, changed the face of the nation and created a new man. As Byron A. Hollinshead(1) has described its achievements, it has taken the drudgery from factories and the peasantry out of farming. It has made deserts bloom and has created the highest production per worker in the world. It has led to the development of the best existing systems of transportation and communication to be found anywhere on the earth.

Moreover, public education has taken the philosophical ideal of the dignity and worth of each person and has translated it into acceptance of responsibility for education of all. It has put to work the dictum of Thomas Jefferson that democracy survives only on an educated electorate. No small credit for this amazing development of potential in men and women and in their nation belongs to women who are teachers.

Public schools have within their doors near 30,000,000 children in elementary grades and almost 8,500,000 in high schools. No other nation has cared to expend money and effort for such widespread

Dr. Bernice Milburn Moore is the assistant to the director of Community Projects and Professional Educational for The Hogg Foundation for Mental Health and consultant in Home and Family Education for the Texas Education Agency.

opportunity for the many. And this is due for major expansion in another five years. Population estimates place near 36,000,000 in the five-to-thirteen year age group by 1965, with about 14,300,000 youth in secondary school age brackets. Women will, of necessity, furnish the additional teachers. Women's role in education will increase by sheer weight of numbers.

Women in education cannot be adequately discussed without examination of what has happened to women *through* education. They have expanded their life goals from home and family to opportunities as wide as their interests, motivation, and capabilities. Through their schooling, women have seen their life space expand and choices in life made real. In less than a century, woman has come to be described as that person charged with "the family purse." She is the fashion arbiter, the determiner of consumption. She has become recognized as the "workhorse" at the community level, and she out votes men in elections by some 2.4 millions. She can outdrive man on the freeways and she can "outchalk" him on the blackboards. She is, according to this writer, the best-dressed, most-cared-for, most-respected, most-petted woman in the world. At least this is the portrait painted of her by a literary artist and satirist, Don Cortes.

John E. Anderson of the University of Minnesota summarizes research on sex differences by saying there is much less difference

between the sexes than there is between members of a given sex. He supports this contention by saying this holds true for almost every trait and under almost any condition which one could wish to study. What appears to be basic differences between men and women, other than their procreative functions, are, in the main, culturally determined and traditionally defined. Woman's roles, both in the home and in professions in which she has been found in numbers over a period of time, are those closely related to her functions as child bearer, rearer, and educator.

Yesterday the life of woman was a dichotomy—marriage or a career. Today her life is a continuum in one of several directions: employment—marriage and family—citizenship; or she may choose a variation: marriage and family—volunteer service—citizenship; again, she may design her life as an unmarried woman, with family ties and responsibilities, who is employed and carries her citizenship assignment as well.

By far the majority of women with college education who are employed are teachers. By far the greatest increase in employed women in the past decade has come among women who are thirty-five years of age or older. Women in these years of maturity now make up about 50 percent of the teachers. Many are married, have husbands, and are mothers of near-grown children. Since over 96 percent of the urban school districts

in the nation now hire married women and 81 percent set no age limit for new, full-time, regular appointees as teachers, it is anticipated that these are the women who will meet the demand for more teachers to educate the increasing number of children and youth.

Particularly noteworthy in this relationship is the mere 5 percent increase in younger women in the labor force between 1947 and 1956. The increase in number of working women over thirty-five in those same years was 50 percent. Reasons back of this statistical fact are that women are marrying younger, having their children earlier, and expecting and having more of them. Younger women tend to remain at home to rear their children through infancy, childhood, and well into adolescent years.

Therefore, it is still undisputably true to say that women of the nation make their major contribution to society through the two major professions of motherhood and teaching—with many women combining both. Together, mothers and teachers, with ever increasing participation by fathers of this generation, are sharing the responsibility for the transmission and translation of culture and for the development of healthy personalities in children and youth.

Teachers supplement and broaden the learning of children which begins in the home. They carry major responsibility for the transmission of facts and knowledge in an organized, disciplined, and

systematic way. Today, as never before, there is demand for excellence in such teaching. Today, as never before, there is critical examination of both content and method in formal education, and this is as it should be. Range of knowledge is so broad that it becomes imperative to know *some* of many things and *much* of some things. In other words, for the future of mankind the concept of the Educated Man cannot be sacrificed to the narrower, but important, confines of the highly specialized scientist or technologist. By the same token, the specialist needs intensive education in his own field but he also needs breadth to understand the needs of mankind and the import to mankind of those things which he discovers or creates.

Even more imperative for this day than the breadth of knowledge on many fronts and the depth of knowledge in a few areas, is the manner of personality that the public schools will help create. What values and attitudes will point the direction of behavior? What qualities of personality will be developed in order that those of the next generation may be persons of wisdom and feeling as well as persons with knowledge?

Herein lies the unique opportunity for a special contribution and gift of women in education—especially those women who teach in the crowded public schools. Early years are years of rapid development. Youth years are those pregnant with emotional overtones as

well as with maturing intellectual interests. In these periods of intensive growth on every front during childhood and youth, teachers contribute through their knowledge and skills, but even more through their own personalities.

Norman Cousins(9) has recently stressed that one of the very real dangers in these times is the "desensitization of twentieth century man." He offers evidence that this may be nearer reality than a mere nightmare on the horizon. Evidence of unfeeling behavior is far too prevalent as newspaper headlines constantly reveal. If this trend is not to engulf modern man—and even destroy him—cognizance of it must be taken by those who are responsible for the development of sensitivity in the young.

Women in this nation have faced economic disadvantages, it is true. However, they have been an advantaged group in their emotional development. Men have just recently begun to break through the rigid puritanical definition of masculinity, which equated sensitivity to others with the feminine and, therefore, the undesirable. Moreover, tenderness in men has been considered synonymous with weakness. Because of this longtime misinterpretation of emotions, women have been privileged to use their feelings more freely and to give more generously of their inner selves to others.

Research and clinical studies have revealed that repression of emotions is unhealthy for the individual.



By the same token, unfeeling interpersonal relations, so often confused with "objectivity" in approach, are destructive as well. No one has explored this more effectively for teachers than Daniel Prescott(10) in his article, "The Role of Love in Human Development." At this particular period in history, this should be *required reading* for all who teach—for men and women—and on every level of education.

Leonard Cottrell, a social psychologist, has explored the importance of sensitivity or empathy as important to development of social talent. Empathy makes it possible for one to respond to the feelings of others toward himself. This feeling from others about self is eventually incorporated into the self-image a person develops. Reflection of how teachers feel about children

becomes integrated into the selves of those whom they teach.

The second major contribution of sensitivity is that it lays the basis for understanding others and their behavior. While there must be a healthy self-image gained through empathy from others, there must also be developed an equally healthy other-centeredness which, in itself, is a product of empathy. No person without a healthy ego identity, as Erik Erikson describes it, can have basic understanding of the desires, needs, and behavior of others. In this era in history when relationships between peoples throughout the world have become as close as voices circling the world in seconds and nations as near as jet propelled stratoliners, sensitivity to other persons and other cultures becomes imperative for survival.

Women who teach—especially women who are excellent teachers and motivators of exceptional efforts among their students—are empathetic in both of these connotations. Youngsters come from the “protected environment” of the home, as James S. Plant described the transition, into the relatively unprotected competition of the school. This is no minor transition. Unless it is accomplished through the guidance of empathetic, emotionally mature, understanding, and warm teachers, a serious handicap is placed in the way for other learnings.

Sensitivity to children and their needs, then, is a major contribution to their development which women

make with ease because of their own emotional orientation. Moreover, with the increasing understanding that emotional response is a part of all living, a new generation of freer and more sensitive personalities can become a reality in this nation. Industry and business, as well as education, are recognizing the importance of emotions as they relate to production. Indeed, millions have been spent in the past decade to develop among management awareness of the significant role empathy and sensitivity play if effective operation of enterprise is to be achieved.

Even as men in this country have had lessons of emotion to unlearn and relearn, so have women discovered new information of value to their own living. Release has been the lesson for men; use of emotions has been the learning for women. Tender emotions “run rampant” are no more than unhealthy sentimentality. “Emotionality” equated with femininity has been discovered to be as unrewarding in relationships as repression. In other words, a balance is on the way to being achieved in which emotionally healthy men and women both feel free to utilize their emotional endowments in effective interpersonal relations. And teachers have had no small role in creation of this balance.

Women who teach have made other major contributions to children and youth through their close interaction with them in the classroom. For a time, some seemed to

accept the premise that for children to be mentally healthy, they had to be kept apart from the creative disturbances of problems, frustrations, and disappointments. Moreover, it was suggested that "adjusted" children were desirable, and that they should be continuously "happy" at school. These are, in fact, the basic charges against the so-called "progressive educators."

While there may have been a tendency to go all out in this direction by some few educational revolutionaries, the majority of classroom teachers were continuously more realistic. They understood the difference between freedom and anarchy. They offered freedom within understood limits so that there was order instead of chaos and so that each could be as free as the other. They have used emotionally healthy practices of enthusiasm, excitement, laughter, and response as motivational tools for effort on the part of their students. They have accepted frustration as an important part of growth which must be encountered and handled by children if they are to acquire the frustration tolerance which is major equipment for mature living. They have accepted the concept of disciplined behavior as necessary for the emotional security of those whom they teach. Without understood limits for behavior, the young are often confused and afraid. These are their necessary guidelines by which they chart their course of interaction with others into acceptable channels.

Moreover, effective teachers have long since put into practice what has more recently been put into words. Leadership—teaching—by democratic definition is the releasing of the potentials of those being led—or taught—for growth and development. In classrooms of the nation, perhaps the outstanding contribution of teachers has been the belief *in* and work *toward* the development of each person according to his own abilities and competencies, even to the least of these. Coupled with this has been the prevailing faith that each, in his own way, must be free to make his contribution to his group or his nation.

Love, which has been called the "most creative of all emotions," is the essence of teaching toward self discipline, self confidence, and self development. Love has within it the controls of respect for self and others—concern, cherishing, and gentleness—even when punishment is needed to impress and enforce limits of behavior.

Authoritarian leadership, long since abandoned as unproductive for effective learning, has as its basic entity control of others by fear or force toward ends desired by the leader or teacher. Dictatorship, in or out of the classroom, demands unquestioning conformity which is stultifying to development. Fear, the tool of the authoritarian, is a constricting emotion and leads often to destructive anger.

Women who teach have long sensed another important facet of

personality development. They have known that aggressive reactions channeled into constructive activity are equipment to meet frustrations and to solve problems. In healthy aggression, the emotional energy of the person is displayed in concentration of effort, in persistence, in ambition, in competence to meet competition. But healthy use of aggression is not achieved except in combination with constructive and creative drive which stems from the emotion of love even as destructive aggression comes from anger without love. These fundamental lessons have been taught in the classroom through the behavior of teachers in their own use of emotional energies.

Mentally healthy personalities, then, are the second major aim of education even as transmission and translation of knowledge and information is the first. In these times when emphasis upon knowledge and skill are the major concerns of some, perhaps it is wise for women who teach to see that development of wisdom must not be overlooked. Wisdom involves more than knowledge. It involves the use of knowledge with creative emotions toward constructive ends. Wise men and women are not those who are "settled" or "adjusted" or "happy" or "without problems." They are, on the other hand, men and women who have been educated toward a life of active adjustment and readjustment which is continuous throughout life, men and women whose security rests within

themselves rather than in the predictability of events.

Wise men and women for this age are those who combine aggressive energy and creative drive expressed in a willingness to meet and face new problems and who will work with concentration of effort and perseverance toward their solution or modification. They are men and women who feel *with* and *for* others, who have sensitivity without maudlin sentimentality, who are creative and productive in their relationships with their fellowmen even as they are in work which they can and will do.

In fact, these are not only characteristics toward which teachers teach, but they are those of many thousands of women who have dedicated their lives both to the depth and breadth of learning in order that they might give of the essence of themselves to those whom they teach.

More men are joining women as teachers in elementary and secondary schools, and this is desired and desirable. However, it is women who still carry the major burden and the major opportunity for education of children and youth.

Women in education teach children information they need to know; but, more important for their development, children learn sensitivity from teachers who can also transmit what they feel. Teachers teach from their own emotional maturity, their own rich sensitivity as they meet the day-by-day needs of the young and the developing.

To end as this began, women in education continue with the job of the creation of new men for each generation.

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If the modern school is to meet its responsibility it must take fully into account the total range of ability, interest and cultural background of the student body it is called upon to serve. Its job is to teach those who are unable, unready, and unwilling, as well as the apt and the academically oriented. . . Learning to work more effectively with retarded, reluctant and unmotivated learners is very much a function of the modern school.

—John H. Fischer
Teachers College, Columbia University
"Function of Today's Schools." *The Nation's Schools*,
January, 1959, p. 47.

A Time for Sanity



by Emma Reinhardt

DURING the war a group of distinguished scientists, engaged in a vital research project, became disgusted with the inefficient workers in the laboratory. Finally in desperation they posted this sign: "Are you helping with the solution of the problem, or are you part of the problem?"

To the legion of critics of education who have appeared since the launching of Sputnik I, we might well pose the question: "Are you helping with the solution of our

educational problems, or are you the major problem?"

One observer who had been out of our country for five years remarked upon his return: "I have been amazed at the criticism American education has been getting in the press since Sputnik. I had almost forgotten the willingness of the American educator to admit his shortcomings and accept the blame for everything—everything from the failure of Vanguard to rise to the inability of American diplomats to speak the language of the country of their assignment."

Much of the criticism has been

Dr. Emma Reinhardt is professor of education and head of the department of education and psychology at Eastern Illinois University in Charleston.

intemperate and undeserved. A feature writer in a California newspaper has summed up the debate in these words: "He who would say all schools are doing a poor job is a fool; he who would say all schools are doing a good job is a liar; he who would seek the truth and rebuild in the light of truth is wise."

My plea to you is to help the public seek the truth and rebuild in the light of truth. As teachers we have an obligation to aid citizens in developing a sound basis for appraising the schools. We have an obligation to assist in turning their interests into constructive channels. Only disaster lies ahead if the present torrent of misrepresentation and abuse goes unchecked.

This does not mean that we desire to stifle criticism. We could not if we would. It does mean that we wish to have changes in the schools made, not on the basis of hysteria, but on the basis of sound study. Now is indeed a time for sanity.

Like all human institutions, the schools have their shortcomings. They will never be good enough. There will always be room for improvement. But improvement will not come from embracing some of the naive proposals that are currently winning considerable public acclaim. Space does not permit us to do more than single out three for brief mention.

First, some reactionaries urge us to return to the schools of yesterday. These diehards remind one of the elderly gentleman who

announced proudly, "I have seen many changes in my time and I have opposed them all."

Perhaps the assurance that the old time schools will not return makes it safe to view them through rose-tinted glasses. Someone has observed, "It's never safe to be nostalgic about something until you are absolutely certain there's no chance of its coming back."

Whether we like it or not we have to provide education for a changing and baffling world. Ours is not an age of bows and arrows and oxcarts, but of hydrogen bombs and jet planes. It is an age of man-made satellites. It is an age when a voice from outer space can be beamed back to earth. Oldsters may deplore the passing of "the good old days" and in their darker moments cry out that it were better not to have been born. But, as someone has said, only one man in a million is fortunate enough to have had that experience.

Children take the current way of life for granted. They can scarcely imagine the world without our modern gadgets. A five-year-old was asked at Christmas time to draw a picture representing the manger scene. His teacher studied the picture, then pointed to one item and inquired, "What is that?" "Oh, that!" the child explained. "That's their TV set."

For these youngsters we cannot turn the clock back and confine our teaching to the three R's. Of course we shall keep on teaching the three R's. Even if we wanted

to abandon them, children would not permit us to do so. They look forward to learning to read and write and count and measure. One little girl neatly summed up her reasons for wanting to go to school in these words, "I want to learn to read and to write checks."

But we shall do more than teach the three R's. We shall include pursuits that, as the White House Conference phrased it, "foster morality, happiness, and any useful ability." Perhaps we should note parenthetically that these added pursuits will gain ground, not as the howling critics would have us believe because of a handful of professors of education, but because of the demands of informed citizens.

Second, many reformers advocate the simple expedient of requiring five years of mathematics and science of everybody. Surely we know too much about individual differences to impose such a rigid requirement. Concern for progress in science and technology should not blind us to the significance of other fields. Our talent search for potential scientists and mathematicians need not deter us from carrying on a quest for potential creative artists—for poets, writers, philosophers. The world needs the contributions of the diverse talents of its inhabitants. We should avoid trying to force everyone into the same educational mold.

We must improve the quality of education. In our valiant efforts to educate all comers, it is little

wonder that we have felt pressures toward uniformity and mediocrity. Unfortunately, preoccupation with quantity sometimes endangers quality. It is little wonder, too, that we have often yielded to demands for the immediately utilitarian at the expense of the cultural. While we must not overlook the necessity of learning to make a living, neither must we underestimate the urgency of learning to make a life.

The importance of preparing people to enjoy private lives of cultural leisure looms large in a society that strives constantly for a shorter and shorter work week. Already one-tenth of the American national income is spent on leisure—a leisure that all too often proves only a bore. Clifton Fadiman has remarked that if we try to fill the leisure time putting a small white ball into a slightly larger hole or gawking at television crooners, we will as a people go quietly or noisily nuts. Truly, some people who yearn for immortality do not know what to do with a rainy afternoon. Under such circumstances someone has been led to observe that the emphasis on education must be "shifted from training for a livelihood to the Aristotelian view that 'the aim of education is the wise use of leisure.'"

Third, some Russophiles admonish us to pattern our schools after those of Russia. They are as overawed by everything Russian as was the tourist in Moscow who exclaimed in amazement, "By golly, even the kids here speak Russian!"

Obviously, our goals are different from those of Russia. Under their system the Russians have developed one of the most tyrannical governments in history. Individual freedom has disappeared. The slave labor camp is an accepted instrument.

Our schools are planned for democracy. There is nothing quite like them anywhere in the world. They typify our philosophy of equal opportunity; they reflect our belief in the value in the possibilities of the individual—every individual. As Byron S. Hollinshead so appropriately reminds us: "Such faults as our system may have result from the generous grandeur of an idea unique in the world. Our future does not lie in retreat to lesser ideals. It lies in the enrichment and invigoration of what is already ours."¹

Now is the time for us to help the American people appreciate the importance of holding steadfast to our goal of universal education. Now is the time to strive for the highest possible quality of education in keeping with the needs, interests, and abilities of every

youngster in every school.

One of our problems will be to secure more money for education. Many people believe that there is nothing wrong with education that money will not cure. Although this is an exaggeration, still it drives home a significant idea. Last year the cost to Americans for public school education up through high school was approximately twelve billion dollars or about \$400 per pupil. Huge as this amount may be, it represents only a small fraction of our national income. Our citizens must realize that the kind of services they expect from the schools cannot be purchased at cut prices. The cost of good education comes high.

In our struggle to create a climate favorable to constructive rather than destructive criticism, we need the co-operation of a united profession. To our professional organizations and our fraternal societies, such as Delta Kappa Gamma, we look for special assistance. With the combined leadership and efforts of all these groups, we can help the public seek the truth and rebuild in the light of truth. Through our united action we can help make this a time not of hysteria but of sanity.

¹Byron S. Hollinshead, "Is European Education Better?" *The Educational Record*, American Council on Education, April, 1958, pp. 89-96.

A Modern Pioneer

"I'm Always En route"

by E. Louise Noyes



STOPPING for a minute on a Philadelphia street corner, a beginning teacher of first grade saw one of her newly enrolled pupils busily selling papers. Since the boy had been classified as near-imbecilic, the teacher thought she would see how good he was at his trade.

"If I want a paper and give you a nickel, Giovanni, how many pennies will I get back?"

"Four pennies back, of course!" (There *was* such a time, remember!)

"And if I want two papers, how many pennies will I get?"

"Three!"

"And if I want to buy three papers," the teacher persisted, "how many?"

Disgustedly came the answer, "Nobody ain't *never* bought three papers!"

The teacher had proved her point: this lad could do arithmetic and show understanding as well if the problem came to him in terms

he recognized. Next day in that particular Philadelphia school the arithmetic lesson was very different from the one of two days before.

* * * * *

Not long after this a South Carolina mother whose twelve-year-old son could neither read nor write, in spite of having had private tutors for all his schooling, asked this same teacher to take this boy into her home so that he could be under help and supervision all of the time. The teacher agreed. When the child came, the teacher realized in a short time that here was a case of a child with weak visual imagery, but strong motor and auditory imagery. She therefore went to work with cutouts of sandpaper, with tracings, and with other tactile aids. So well did this type of

Miss E. Louise Noyes retired in 1954 after twenty-eight years as head of the English department at Santa Barbara (California) High School.

approach work that at the end of five years the boy was doing seventh grade work in almost all of his studies.

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Interesting? Oh, yes, you say. Unusual? Oh, not so especially. Plenty of people are doing that same type of work. Ah yes, if the date were 1959. But the datelines for these stories happen to be 1911 and 1912, and that puts a very different light on the matter, does it not? For these stories and these dates mark the beginning of the present Devereux Schools and the first work in the United States in the education of the emotionally maladjusted child and the slow-learning one, education known today as therapeutic or special education. This is the story of educational pioneering as real as that of the men who built the first schoolhouse in Plymouth. Far more real, perhaps, for the little schoolhouse in Plymouth went right on in the good old ways of the mother country, while Helena Devereux, in her home in Philadelphia, broke with all traditional practices.

What inspired her? From the first, three ideas have been uppermost in her mind. She phrases them in this way: "You have to take risks to accomplish anything." "I just can't give up." "I'm always *en route*." This last one tops her letterheads. All three show her abiding interest in the individual who needs a break and her inability to sit still

and let the world have its way with the educationally needy.

Her first contact with these needy children came in the first grade when she was in the same class with a girl named Nettie, a feeble-minded child who sat and wound spools all day long. The boys in the room threw things at her and teased her all the time. Helena befriended her, took her home with her occasionally, and even as a mere six-year-old herself tried to teach Nettie by colors when she could not learn from Helena's alphabet blocks. Soon an un-understanding teacher sent a note to Helena's mother, and she lost her chance to do any more for Nettie. Says Miss Devereux with a smile, "I've never quit interfering with wrong education."

After Helena Devereux was graduated from the Philadelphia Normal School, she was assigned a first grade which included several fourteen-year-olds. Every other first grade in the building had at least a few such. Not long after her first day Helena Devereux startled the other first grade teachers in the building by asking them if she might have their retarded learners to put with hers to try to give them what they needed. Her eyes twinkle when she tells this story and mentions the astounded and relieved expressions of the other teachers.

With her principal's blessing she collected scissors, paper, paste, pictures, and other supplies and the next Monday began the work that was to shape her whole life. At the

end of the year most of her group was promoted to the third grade!

When in 1912 Helena Devereux realized that school time alone was not enough for the development of children of normal intelligence but unstable behavior and as a result took three children into her own summer home in New Jersey, Devereux Schools of 1959 was born. For the next six years she had these three children under her constant care and at the same time was teaching demonstration classes in special education in her alma mater.

The year 1918 saw the transfer of these children, with twelve others, to a new property bought expressly for the purpose in Devon, Pennsylvania. This marked the first official recognition of the school as an entity. From this beginning of Helena Devereux and fifteen children in one house has come the present setup of 900 staff members, more than 900 students from three to twenty-five years of age, and more than twenty self-contained centers, each consisting of a girls' home, a boys' home, and a school-house. Each unit is known to the staff as a treatment center, this name helping to keep ever uppermost the fact that these children need total education.

Because the world has been difficult for the children who come to Devereux, they need, perhaps more than anything else, encouragement and growth in self-confidence. One cardinal thought is continually in the minds of all staff members in working with students: they and

the students alike are to stress student assets and to forget student liabilities or, as a popular song once said, they are to "accentuate the positive." One visit to any Devereux unit will show how well this idea is being carried out.

Devereux Schools is a way of living where maladjusted children and young people become adjusted adults. Although today this idea of education is widespread, not much is being done about it because such work takes a tremendous staff, spacious grounds, much material for living. Such things cost money, so much money that public education may never be able to do the job.

Staff for each unit must include a psychiatrist, a clinical psychologist, an educational psychologist, a physician, a teacher, a speech therapist, a social worker—with enough people in each of these classifications so that no child is ever unhelped when he needs it. The entire organization is, according to Helena Devereux, "a big umbrella," sheltering a child until he attains his maximum development, for every child in the Schools is growing out of a behavior disorder and for that he needs trained and understanding help.

"No one escapes limitations . . . We are all limited and must accept ourselves with limitations, and so will recognize how variable and flexible our lives can be. The great thing is that as long as we live we have the privilege of growing." So wrote Joshua Loth Liebman in *Peace of Mind*, but long before his

words were in print Helena Devereux had been practicing this philosophy. For it is with children and youth who have special limitations and need this special knowledge that Devereux is concerned.

From the beginning Devereux's therapeutic education has recognized that every maladjusted child needs three things—rehabilitation, prevention, and protection—Helena Devereux's "big umbrella." Rehabilitation comes about through the child's acceptance of himself as a person and through the stressing of abilities. Prevention comes through a staff trained to be always ahead of the child in sensing his emotional growth or the lack of such growth. Protection comes partly through all the home-type living that Devereux represents and partly through the child's growth in self trust.

All three needs are met also through the individualized program that each child has; note that word "individualized" and ponder the difference in meaning between that and "individual." Each child's program is genuinely his own. This means that in some studies he will be in groups as small as three to six, while in others he will be in groups of forty or fifty. Always his acceptance of the group is watched carefully but unobtrusively.

"The Devereux philosophy of therapeutic education embodies the principle that education fulfills its purpose only as it incorporates within itself insights from all disciplines dealing with the formation

of the human personality," says Dr. Edward L. French, present director of Devereux Schools.

"Devereux feels," says Kenneth Evans, director of education of the Pennsylvania Branch, "that the avocational phase of its total program is of considerable importance; and all students find the opportunity for the development of avocational skills through such activities as Scouting, music, art, dramatics, camping, and athletics. While in the classrooms the students learn how to make a living, in the avocational pursuits they learn how to live."

Helena Devereux adds, "In people there is no difference in kind, only in degree, and so the 'handicapped' child must be regarded as a human being with the same emotions of love, hate, and fear as those of his mates, capable of limited or great spontaneity in expressing his personality, and must not be 'trained' as one does an animal."

As one looks back to Helena Devereux's first days in her own home or on down to the beautiful units in today's centers, one is conscious of the working out of these three ideas. From the time a child hops out of bed in the morning to the time he kneels beside his bed in the evening for the going-to-bed prayer, he is surrounded by helpful guidance, by interest in him as a person, by teachers trained to see and make use of almost invisible leads, by a normal and happy home life with his fellows. Heartaches and disappointments there have



been, of course, as Helena Devereux and her staff have striven to roll stones too big up hills too steep. Few in proportion to numbers, however, are the children who do not respond to the stimuli offered.

Devereux is not only an around-the-clock school; it is an around-the-year school; hence it is truly home to its students. Pets and toys, beloved books and musical instruments are an accepted part of life. Bedrooms are just that, not dormitories; dining rooms are homelike and tables are family size. Students make their own beds and help serve meals just as they would in their own homes. Grounds are spacious with tempting, unregimented nooks and corners and expanses. Every worker on the place is a friend to every student.

Learning situations are thoroughly practical and down to earth, as

witness the following problem from a junior high arithmetic class:

Your father has sent you a check for \$40 to spend for spring clothes. How far can you make it go by planning carefully?

1. List the clothing you need.
2. Decide how much you can or must spend for each article.
3. If you have money left, you can buy something that you do not *have* to have.

Beside the problem on the blackboard is an attractive poster headed "Spring Budgeting" and showing clearly the kinds of clothing that every teen-ager wants.

Bingo-like games for flowers, trees, animals, kitchen utensils are both entertaining and educative for younger pupils. The three-wheel set has a beautiful time pedaling together on the grounds, at the same time learning the give-and-take of ordinary living together.

Costumes for plays, a new wharf for the camp in Maine, houses for pets, these and many other projects give good learning in many areas of living for the other students.

Helena Devereux's hopes for the future and her philosophy are both expressed in her own words in a passage from an as yet unpublished book. She says, "Before long, it is hoped, the Devereux educational system will be a bridge over which many more children can pass *from a tormented past to an integrated future*. One of the most difficult tasks is to give the children an awareness of the many facets of reality. The simplest are the concrete realities encountered as they manipulate their physical environments with newly learned skills; the next is the reality basic for adequate communication with others, individually and in groups; and, finally, an intimation of the Reality which forms the mysteries of the world, that sphere that gives meaning to our lives, even though it lie below intellect, for the awe and wonder of the Unknown leads the child to value the things by which Man lives."

Proof that Devereux does what it tries to do comes in part from the records of graduates. One was a pilot in the Air Force in World War II; one is a secretary to a dean in a great western university; one is attending Massachusetts Institute of Technology; one is a pre-med student in a school of highest standards; one is a radar operator; another, a psychoanalyst; still another

is working as a psychologist in refining diagnostic techniques. Many are in college. More are living in their home communities, doing constructive service for their fellow men.

Proof also that many people believe in the ideals of Devereux Schools and work happily at what must always demand genuinely dedicated service is found in the loyalty and team spirit evidenced by staff members. One man who began work in 1919 is still on the job as business manager; one woman was pensioned in 1948 after thirty years of service. A stay of ten years is considered worthy of special honors. At the last honors assembly three hundred workers were recognized.

Proof of the trust reposed in Devereux by patrons and by the medical profession shows in another way also. Back in 1912 when Helena Devereux wanted to leave her own home and rent a building for the school, she found the building but the rent for six months was \$150—and she had assets of her own of exactly \$100! (How she managed is another story.) In July, 1959, the auditor's balance sheet showed assets of over seven million dollars, vested in The Devereux Foundation, to which in 1940 Helena Devereux turned over without contract or compensation all properties and assets of Devereux Schools.

Today a number of school systems have departments of special education, as they are generally

called; but even today Devereux Schools stand alone in around-the-clock, around-the-year education for the total child. Tax-supported schools will probably never be able to provide such facilities because of the great expense involved.

And what of the founder, now the administrative consultant, Helena Devereux? What is she like? Primarily, she is one of the most completely adult personalities that one can hope to meet. There is calmness and strength, but there is also controlled fire—and an insatiable interest in all that pertains to living! She is tall and stately with beautiful graying hair, the skin of a girl of twenty, and twinkling brown eyes. And her smile is the feature that makes it easy for any student, three or twenty-three, to approach her. In private life she is Mrs. James Fentress. Today she is making her permanent home in Santa Barbara.

A pioneer is sometimes defined as an amateur in various lines who follows this up by becoming a specialist in several lines. From the first sandpaper letter to the newest living group in any unit, Helena Devereux has been such a pioneer. Many of the teaching techniques widely used today in special education have originated in the need of the moment in some Devereux center. Because of these new implements and because of her unending quest for better ways to help maladjusted children, many honors have come to Helena Devereux. But they have never made her

stuffy and pedantic. She is still the Helena Devereux who believes in and practices the admonition, "Live life strenuously and with joy."

Although her honors become her greatly, they sit lightly upon her. One that gives her much enjoyment is her honorary, but very active, membership in California's Delta Chapter of Delta Kappa Gamma, a membership that has been hers since 1952.

The honor that is certainly the most unusual came in May, 1958, when the American Psychiatric Association at its annual meeting gave her an honorary fellowship. "Miss D," as her staff calls her, is the sixth woman in the Association's 114 year history to receive such an honor. She is the first without a medical degree ever to be given the honor. The award was "in recognition of her outstanding work with children in the field of psychiatry over the past fifty years."

Pioneers start things; in the original use of the word, pioneers were diggers into unknown territory and builders of foundations. Helena Devereux has done all three things—and done them well. "A teacher," according to Henry Adams, "affects eternity; he can never tell where his influence stops." Those who know Helena Devereux believe that her influence is spreading ever wider ripples into more and more pools—pools that are springs of fresh water for young people who must have therapeutic education.

We Accept the Challenge Proudly



by Genevieve Mayberry

WELCOME to Alaska! The Forty-ninth State!"

These were the first words spoken by President Eisenhower as he delivered his State of the Union address to the 1959 Congress of the United States.

Short days before, on January 3 at 12:00 noon Eastern Standard Time, the President had proclaimed statehood for the great northern territory. Then, as federal and Alaskan officials watched, he unfurled the new flag of the United States with its thirteen stripes and forty-nine stars. It was a solemn moment. A new and significant link was forged in the mighty chain of events that have marked the history of our country.

Five minutes later, at 9:05 A.M. Pacific Standard Time, the big Liberty Bell replica on the narrow Statehouse lawn in Juneau, Alaska,

boomed out the news to tensely waiting Alaskans. Forty-nine times the deep tones of the bell echoed and re-echoed on the snowy, wooded mountain slopes that dominate the Capital City. A new state was born.

Dawn, for midwinter days in Alaska are short, was breaking beyond the jagged mountain peaks. The snowcaps gleamed rose and gold in the early morning light and their reflections were mirrored softly in the placid water of Gastineau Channel. As the sun's first rays grew strong, they lighted the mottled marble columns of the gray Capitol building and probed the corners of the high ceilinged office room where a pale young man solemnly spoke the words of the oath that made him the first governor of the State of Alaska.

Alaskans greeted this day with grave and sober mien. Gone were the wild hilarity and noisy fanfare with which they had hailed the

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June 30 news that Congress had passed the bill granting statehood to this far-flung north country. A sense of reverential obligation had replaced the fervency of jubilation.

By 11 A.M. the largest theater in downtown Juneau was filled with a crowd of tremendously thrilled Alaskans and visiting dignitaries. Admission Day ceremonies were underway.

"Most gracious God," began the Reverend Samuel McPhetres of the Holy Trinity Episcopal Church in the invocation, "we acknowledge ourselves citizens of the Forty-ninth State. In humility we look to the task ahead. Endue with wisdom those who have been entrusted with the authority of government.

"Bless the State of Alaska with honorable industry, sound learning, and pure manners. Save us from violence and discord. Save us from confusion, pride and arrogance, and every evil way.

"Make us ever mindful of the heart of democracy as we exercise the rights and liberties of free citizens. May the bigness of our State show the greatness of our hearts! Amen."

"We accept the challenge of statehood proudly," said Alaska's new governor in his Admission Day address. "Our days of apprenticeship are over. Today we gain full membership in the great Union of Sovereign States. We take profound pride in that membership. It represents a great and timely advance for our nation and for the world.

It is an expression of the extension of the democratic system of self government."

And now that we have accomplished statehood, what will it mean to Alaska's educational program? Will it be strengthened? We sincerely hope so. While we believe that Alaska already has a splendid educational system, we have dedicated our efforts to the end of making it stronger as the new state valiantly tries to fly with her own wings. We firmly believe this is possible. The educators who have gone before have left us the inestimably valuable heritage of a fine and sturdy foundation upon which to build.

To this reassuring fact is now added the security of belonging and the knowledge that we have equal status with the other states. No longer does Alaska have the disadvantage of territorial standing. Alaska is young. She is ambitious and zealous with the enthusiasm of pioneering. Already her capable educators are busy with the work of evolving a system designed to meet the particular needs of the state. Fortunately, Alaskans in every walk of life have always felt the urgency of the need to keep up with the rest of the world and have ever fought the stigma of being considered backward. Air transportation has done much to alleviate these anxieties, but the indomitable spirit of Alaska has done more.

Alaska is the land of independent thinkers and, more important, it is

a land where the individual still counts. Each man stands on his own merit regardless of race, color, or ancestry. Within the past few years the city, larger town, and many village schools have faced and solved the problem of assimilating the native—Eskimo, Aleut, and Indian—children of the erstwhile territory. It has been accomplished, we are proud to say, without friction. The problem developed when many of the government operated schools were discontinued and the territorial schools assumed responsibility for the education of the natives. Alaskan faculties and pupil populations now include Indians, Eskimos, Aleuts, Negroes, Japanese, Filipinos, Chinese, and Caucasians. All mingle freely and fraternally.

War, of course, discovered Alaska and the world became cognizant of her strategic position. Since 1954 there has been a great influx of people and this has been a major factor in necessitating new procedures in the field of education.

Many of the men who served in the armed forces succumbed to the lure of Alaska and returned with their families to establish homes in the north. The increasing ease of access over the Alaska Highway has expedited the boom in population. Increase in air facilities is another factor. Alaskans fly as casually as people "outside" (everything south of 54° 40') travel by bus or train.

Comparatively speaking, the population explosion in Alaska far exceeds the increase in the other states. This can easily be understood since it is a new frontier. The tremendous impact on the educational system and the accompanying strain of facilities have been sources of deep concern to Alaskans.

Strangely enough, statistics show that whatever problems are being encountered in other places by educators are being encountered in Alaska to the nth degree—with the possible exception of juvenile delinquency. The problems precipitated by broken homes, transiency, working mothers, and accelerated increases in the school census have all put a strain on present school facilities. This is especially true in the town and city schools where the population boom is greatest. It has resulted in a tremendously accelerated building program and a great increase in the number of teachers needed. Some of the city schools, unable to keep up with the increases, have resorted to half-time shifts and schedules, especially in junior and senior high schools.

Comparison with statistics from testing programs in other states seems to indicate that Alaskan school children tend to be somewhat academically accelerated. This, we believe, is due to a number of reasons.

Isolation is a factor which may not be overlooked as one of the

most responsible. Especially is this true in the elementary grades where attention on the three R's is concentrated because outside activities are precluded by the climatic and geographical conditions. Also, existing textbooks are often not compatible with the backgrounds of the children. Recently a primary teacher wrote, "The children in my class have nothing in common with the children of the text, who live in sophisticated Suburbia." Difficulties of transportation make procurement of visual aids impossible for many communities. Not only are they expensive enough to be prohibitive, but the time involved in securing them makes it impracticable.

Teacher turnover is another plague of the Alaskan town schools. Doubtless because of the romantic position it occupies in the eyes of many, Alaska's appeal to the adventurous and dissatisfied is somewhat accentuated. However that may be, Alaska draws more of the tourist teacher type than the average. Matrimony, retirement, dislike of severe weather, and the number of transfers within the ranks of military personnel and government employees all make serious inroads in the teaching staffs. But the lure of Alaska has advantages, too. School officials have little difficulty in finding replacements for those who leave and they are able to fill positions satisfactorily.

Alaska's teachers represent an excellent cross section of the United States as a whole. From every state

in the Union they come to Alaska. Frequently many different sections of the U. S. will be represented within one average-sized school system. This makes for a wide variety of viewpoints, philosophies, and teaching techniques and adds an enrichment to the lives of teachers that is not paralleled in other places.

And so, statehood has come to Alaska. The future is bright and promising. It is a pioneering venture irresistibly alluring to the adventurous in spirit. We believe Alaskan youth will experience no drastic or dramatic changes in educational procedures. There will be no crash program. Alaskan education is already of excellent quality and any changes that come will be in the logical and sane order of sustained continuity. We will suffer no recession from the attained merit. We are determined that the new star that is Alaska will be one of the most brilliant on the field of blue.

What the new governmental organization will bring in the way of innovation is still a moot issue. It is new, untried and, as yet, non-functioning. We look to the future with confidence, for fulfillment lies in the hands of wholly dedicated and conscientious educators whose sole aim is to strengthen a program already firm and pliant as youth itself.

We accept the challenge proudly. We accept it with deep solemnity. Reverently we realize that our future goes to school today.



The Educational Crusade in Alaska

by Rhoda Thomas

A GREAT drama is playing in the far Northwest, with the new state of Alaska and its population in the native villages among the performers. Here are roughly thirty to thirty-five thousand people living in small, frequently remote villages, comprised almost entirely of native Alaskans, speaking their native tongues and practicing many of their old customs as they learn new ways peculiar to modern living.

In these small, isolated villages, scattered around an area which is

approximately one-fifth the size of the United States prior to the admission of Alaska as a state, are an estimated 12,100 native children of school age.

To assist in achieving the ultimate goal of educational competency for all native people in order that they may partake of the advantages of life in our democracy and assume their full share of responsibility in furthering the democratic way of life, the Bureau of Indian Affairs maintains 75 Community Day Schools in villages throughout Alaska. These schools are instruments of a great educational crusade.

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Not only are they intended to give these children a complete elementary education but also, and equally important, they are intended to inculcate the native families with such a concept of education that they will want their children to go to high schools, vocational schools, and colleges. This is no easy job. Sometimes native parents are suspicious of the proffered education. They fear that it is an attack on their traditional ways of life, an attempt to woo their children away from them forever. There was, for example, the mother determined to permit JoAnn to go away to school, who retracted her decision because Grandpa said if she went she would never want to come back.

One of my details has to do with the routing of students to and from the boarding schools and their homes in small villages. Recalling the reluctance of one student, I can see that perhaps Grandpa has some basis for his opinion, some justification for making such a statement. Arriving in Fairbanks neat and trim, dressed in a pretty light blue suit, a white blouse trimmed with a bit of lace, and a chic little hat, Sandra Jane was given overnight lodging to await bus transportation to her home. Next morning, manner alone told me Sandra felt no eager expectancy for her homecoming, and in a soft voice she confided in me, "I don't want to go home."

But we can look at the other side of the picture and there is, for

example, Point Hope, where a large per cent of the young parents are high school graduates of our boarding school at Mt. Edgecumbe. Here we find a high proportion have returned, married, and established settled homes in their own villages.

Bureau of Indian Affairs schools, chiefly one and two teacher stations usually staffed by married couples, are far from the main centers of populations. To these villages there are no roads. Bush pilots, dog teams, small native boats, and/or freighting scows provide the only transportation.

Most stations are equipped with small radio phone transmitting and receiving sets. These stations have been assigned frequencies 3385, 3277, 5150, and, in an emergency, 2770 by the Federal Communications Commission. Operation of the radio phone is one of the duties of personnel at a station and in this way contact is maintained with the outside world. Regular schedules are kept with the nearest Signal Corps station so it is possible to send and receive messages daily. Schedules are also kept with the Bureau personnel at the District Office and with medical personnel at the nearest local Public Health Hospital.

Such contacts permit seeking advice concerning administrative and health matters. This eases problems and saves lives. There was, for example, the case of Yeako, whose big toe was chopped off and two other toes severed while he was playing with an axe. That was late

fall, at what is called freeze-up time. Through contact with the District Office a small plane was chartered and by night Yeako was in the hospital under expert care. A few hours later would have been too late, for that village had to depend on float plane landing, ice was forming and from that day on all bush planes were forced to wait several weeks for a solid ice and ski landing.

Again, there was the flu and pneumonia epidemic which swept a remote Eskimo village and was taking its toll until penicillin was flown in. At that time there was no nurse in the area. The nearest doctor remained briefly and left the teacher in charge of the situation. Those were in the days when penicillin had to be given at four hour intervals. It was the dead of winter, drifts were high, snow was blowing, the thermometer showed 40 degrees below zero. For three days and nights the teacher did not undress, but many lives were saved. There are other examples of devotion to duty. This is given as only one.

In some native villages native co-operative stores are operated. While each has a native store board and a storekeeper, the teacher is frequently asked to assist in an advisory capacity.

Teachers are also often asked to co-operate in various ways with personnel of other departments and agencies. Frequently projects and studies are being carried on and teachers may be asked to assist in

distribution of materials and/or keeping records. In most villages, since the teachers' quarters are the only suitable places in which to secure food and lodging, teachers find themselves with house guests for long and short periods of time. While this does present an added duty, at the same time it also provides opportunity which would not otherwise be possible for contact with professional people.

Although Bureau of Indian Affairs teachers are charged primarily with the responsibility of conducting a school of "sound professional standards," it is clear, therefore, that a great deal more is required of them than simply teaching.

Supplies and equipment for these schools are requisitioned at least a year in advance; and, because of transportation problems, freight is received, in most cases, only once a year. Teachers usually find annual purchase of personal groceries from a Seattle wholesaler the best answer to their shopping problems. Once accustomed to this method of buying, one enjoys the comfort and security that a well-filled storage closet affords. At the same time he becomes adept in improvising substitutions found necessary when an item fails to arrive, perhaps because of error or oversight in ordering or because of loss in transit.

Hand in hand with the responsibility of conducting a school of "sound professional standards" is

that of developing village leadership. Transition is trying for any people, and the transition from the old native way of life with adjustment to new and modern ways is, for the native people of Alaska, no exception to the rule.

Little formal government existed before the coming of permanent white residents. Authorities agree there were no recognized chiefs with powers over fellow-villagers. From the point of view of modern civilization, leadership was lacking. Such leadership as there was consisted of old men who had an accumulated store of experiences of the hunt; who knew the folklore of the people; who were wise in rites, ceremonies, and customs; and whose advice was sought when matters concerning the village must be decided.

It is true that certain individuals rose above the rest in possessions and power by dint of harder effort, superior ability, or relationship with some trader; and such persons either were chosen or assumed the position of village spokesmen. There is one recorded case of a self-made chief having built up considerable power through intimidation. But such a man was tolerated only until an opportunity arose to eliminate him.

Rather than by formal government, satisfactory adjustments were found in taboos and traditions which operated naturally, and they had little need for formal government, as we know it, prior to the coming of the white man. Thus

thinking and planning by all concerned with education are necessary that there be the least possible suffering during this transitory period.

Education has two major purposes: (1) To develop to the fullest extent the potentialities of the individual, (2) To understand and promote the welfare of society. To do this effectively, the school must be understanding and sympathetic with both the child and society. Understanding the child includes a knowledge of his home, family, and environmental factors. Understanding society includes an intimate knowledge of the community, its customs and standards, attitudes and aspirations; one's own government and culture and those of other peoples; and their inter-relationship.

Educational personnel are, therefore, responsible for putting into effect a much more complicated curriculum than that which included the traditional three R's. School personnel must guide and manipulate curriculum content to include community life and resources. As the community life, parent groups will assume new significance in the education of the children.

Progress comes through growth and growth requires experiences. Both children and adults must be given experiences—concrete, tangible, and significant experiences—in the here and now. They must help in the planning, execution, and evaluation.

The schools, which are in a measure the children's second home, and their true home must frequently merge so that parents and teachers meet for planning and participation. Such participation deepens appreciation and develops citizenship, and in so doing prepares for leadership. And in developing citizenship, the people of Alaska can be helped through this transition period.

Lonely, isolated, cut off from the graces of urban living and association with others of their profession, these teachers plug away undauntedly at their jobs. But there are compensations. Not the least of them is the small per cent of behaviour problems common to centers of larger populations. Juvenile delinquency is almost unheard of. Why? Probably there are many contributing factors but at least in part it seems likely due to (1.) a closely knit family life, (2.) early assumption of duties and responsibilities which contribute to family living, (3.) a simple rather than a complex way of life, (4.) comparative freedom from distractions and influences of urban living, (5.) arich native heritage of a proud people.

One of the biggest rewards of the work lies in elements which make it unpredictable. Each day begins as a new adventure in sharp contrast to that for the teacher working under the somewhat controlled conditions of an urbanized or centralized school system.

Speaking from the point of view of one having spent twenty-two

years in the Alaskan Service, I feel that perhaps one of the most satisfying rewards is the fact that the educational crusade is paying off. A profound change in attitude is taking place. In villages where only a few years ago less than 10 per cent of the people spoke English, where housewives knew nothing of the skill of breadmaking, where families lived in up-river camps except for a short interval at Christmas time; the same schools are now two and three teacher stations with bulging classrooms and housewives are found having power washers operated by independently owned light plants.

Not only have the children been engulfed by the education epidemic, but the village elders are wanting some for themselves. To meet this need, the Bureau of Indian Affairs is establishing adult education programs to bridge the gulf between two cultures and speed competency for the native Alaskan. This program has been in operation only two years.

Teachers of the adult programs do not have a captive audience. Items to be learned must be related to the individual's knowledge, needs, and desire to learn. In other words, the curriculum is colored by the felt needs of the people of a village. Frequently the teacher must be a creator. He must create a realization of needs. He must be inspiration, hope, a source of happiness, adviser, and companion to

his student. He must be a leader, yet a follower and so he must have a "sixth sense," for he must be keen enough to know when he has pushed development far enough, then step into the role of follower and await fruition.

Experience has proved that native adults are eager, interested, and receptive. They have a wide range of learning interests, but the best response has come from those adults having a minimum of formal education. More than anything else, students in small Alaskan

communities want help in learning the basic skills of speaking, reading, and writing the English language; simple arithmetic; and fundamental understandings which will help them make a better living and get along better in dealing with non-natives.

The Bureau of Indian Affairs is proud of its teachers. Some have remained for many years. Why do they stay? That, of course, may be a matter of conjecture, but, in the words of one teacher, perhaps "It is the satisfaction of seeing progress toward a goal worthwhile."



If a superior job of teaching reading was done in the good old days, why are we bogged down with so many oldsters who seek our help? Many doctors and lawyers slug their way through their college books but, years later, come to us for help. Business executives—both young and old—beg us to help them to become good enough readers to hold their jobs. It is impossible for us to believe that yesterday's schools did the job as well as time-tinted memories lead some people to believe.

—Emmett Albert Betts, Director
The Betts Reading Clinic, Haverford, Pa.
"Reading: Now and Then." *Education*, October, 1957. Used by permission of the publishers.



by Margaret White Boutelle

SUNLIGHT, song, and the orange tree" wrote Sidney Lanier in "Tampa Robins." To the poet Florida was a land of delight. So it has been to thousands who have known its rare beauty, its salubrious climate, its sparkling lakes, its delicious fruits, and its widespread fishing grounds.

Florida! What does the word mean to you—a bit of music, "Way Down Upon the Suwannee River," the waving of palm branches, the fragrance of orange blossoms, the rolling water of the Gulf, the mysterious Everglades, the famous

beaches of Daytona, the luxury of Palm Beach, or the fabulous life of Miami Beach?

Whatever the image may be, it is only a foretaste of what may be a delightful reality to you in August, 1960, when you come to the International Convention of The Delta Kappa Gamma Society.

Florida will offer you much more than ever-unfolding beauty, more than enchanting vistas and cool breezes. For her history—tragic, romantic, and proud—you need not turn to printed accounts. The records of the beginning of our nation will be before you in Pensacola, at Fort Caroline near Jacksonville, at Matanzas Inlet, in St.

Mrs. Margaret White Boutelle is retired from her position as teacher in the P. K. Yonge Laboratory School and assistant professor of education at the University of Florida.



Augustine, and at many other places in the state. Both Fort Caroline, recently restored, and Matanzas Inlet were scenes of cruelty and massacre in the struggle between the French and the Spanish in the sixteenth century.

North of Jacksonville, near Fernandina, are the ruins of Fort Clinch, now a state park. At Mandarin is the former home of Harriet Beecher Stowe.

As you plan your trip, you will find many ways of travel. You may arrive by leading air lines. You may choose the facilities afforded by twelve linking railroads with connections from all parts of the United States; you may take the

comfortable air-conditioned buses provided by four major lines; you may travel by car over the broad highways. State-operated Welcome Stations are located near the state line on each of the main highways. Here you may obtain answers to your questions regarding travel in Florida, as well as free refreshments.

Traveling south from Jacksonville on Highway 1, you will find yourself in St. Augustine, the proud old city of the New World. Built on the landing place of Ponce de Leon in 1513, it is the oldest permanent settlement in the United States. Part of the old city walls of coquina rock are still standing.

Here you will see Fort San Marcos—grim, gray, and moat-surrounded. Started in 1672, it is the oldest complete fortification in America. Here you may enter the torture chamber in which the Indian chieftain Osceola was imprisoned.

"Quaint, picturesque, unique among cities, St. Augustine now welcomes the visitor with a fascination to be expected only of the Oldest City in the United States. Charmingly she wears the glory of her years; colorfully she displays the fruits of her history and Spanish tradition.

"Picturesque horse-drawn carriages with entertaining colored drivers provide sight-seeing trips about the city quite out of the ordinary and lend a delightful old-time atmosphere."¹

The aura of by-gone days will surround you as you thread the narrow streets of the city and peer into the enclosed gardens, wander through the old houses and churches, or stand in the Slave Market and in fancy recreate history.

Here you will see the fabled Fountain of Youth. (You may even buy a bottle of the magic water to take home to a friend, though we recommend instead the strength-renewing and delicious citrus and papaya juices.) Nearby is the Indian burying ground, where skeletons and relics represent many stages of Indian culture.

Explorers of the New World also

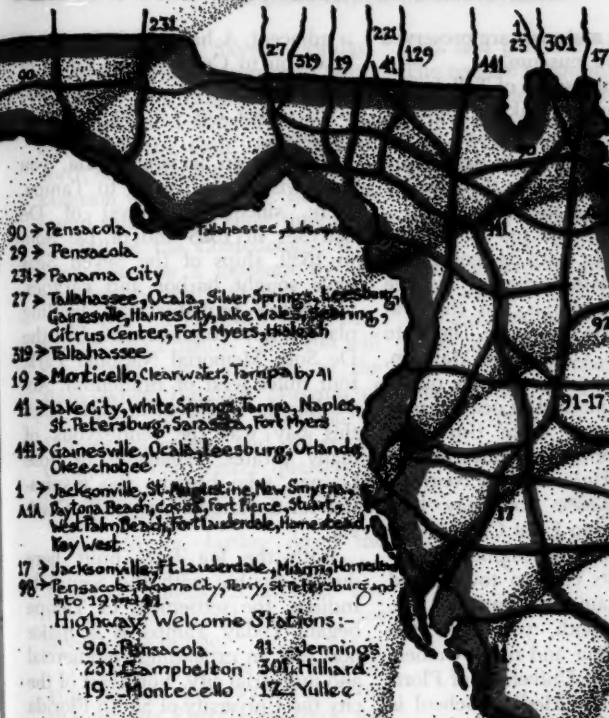
headed west. Pensacola was discovered in 1516, but its first settlement of 2,500 people was not made until 1559. Two years later it was abandoned and it was not until 1698 that the present city was founded. Five flags have flown over it since that time: flags of France, Spain, Great Britain, the Confederacy, and the United States.

Pensacola's old forts are mute reminders of a succession of tragic events. The ruins of Fort San Carlos within the present Naval Air Station are those of one of the three original Spanish forts extant in the United States. If there is time, you will want to wander through St. Michael's Cemetery, another spot of interest to history lovers.

If you are entering Florida by bus or car from the Southwest by U. S. 90 at Pensacola, you will find yourself on the Old Spanish Trail, which led from San Diego, California, to St. Augustine. Pursuing this route, you would go direct to Tallahassee; but you will probably prefer to take Highway 98. Here, along the Gulf of Mexico are snow-white beaches, unsurpassed for beauty. Beyond lie the opaline waters of the Gulf with their appeal to the fisherman (who may be with you) or to the lover of sailing. From Panama City, famous for sport fishing, you will travel to Port St. Joe, which you will find also famous for its excellent fishing opportunities. At Appalachicola Dr. John Gorrie in 1845 invented the first icemaking machine. Models

¹Byrum Kimball, *Kim's Guide to Florida*. 6th edition. Published 1940. Anna Maria, Manatee County, Florida. Page 36. Permission granted by daughter.

all roads lead to miami



FLORIDA

W. A. Cody

and historic materials are preserved in the Gorrie museum.

Fifteen miles south of Tallahassee you will reach Wakulla Springs, one of the largest springs in the world. Its crystal clear depths are almost unbelievable in their beauty—truly Nature's fairyland.

Tallahassee, selected in 1824 as the capital city, with its gentle hills, its stately homes shaded by live oaks and magnolias, has the gracious air of the Old South. The State Capitol, the Governor's Mansion, and the Killean Gardens are places of especial interest. Located here are the Florida State University and the Florida Agricultural and Mechanical University for Negroes.

At Tallahassee you may take U.S. 90 to go to Lake City to visit the Stephen Foster Memorial Museum with its carillon towers and colorful dioramas of Southern life. Proceeding south, you cross the Suwannee River and reach Gainesville, where the University of Florida with its new Medical School is located. The largest of the state institutions, it offers over two hundred fields of study and research.

Near Ocala, thirty-six miles away, is Silver Springs, a mecca for many tourists. Here the year-round temperature of the water is perfect for swimming. As you glide over the springs in glass-bottomed boats and view the plant and animal life in the colorful depths, the pilot beguiles you with legends of unhappy lovers who sought reunion in the bubbling springs.

The Ross Allen Reptile Institute

is adjacent. A half-hour's drive will take you to Cross Creek, home of Marjorie Kinnan Rawlings and scene of her *The Yearling* and other novels.

Perhaps on leaving Ocala, you may wish to go direct to Tampa. Here, since the arrival of De Narvaez in 1528 and of De Soto in 1539, ships of the Seven Seas have sought harbor and cargoes. De Soto's probable first landing place is now commemorated in the De Soto Memorial National Park, four miles west of Bradenton. According to tradition, in early days this bay was the rendezvous of many pirates, especially of Jose Gaspar, who became the inspiration for the annual Gasparilla Festival.

With the log forts built here during trouble with the Seminole Indians, the settlement of Tampa began. Today Tampa is a major port and an expanding commercial and industrial city. Northeast of the city the University of South Florida is being built at Temple Terrace. The famed old Tampa Bay Hotel, Moorish in architecture, is now occupied by the University of Tampa.

Across the Gandy Bridge lies St. Petersburg, the Sunshine City, with its many recreational facilities, both in the city and at the nearby beach resorts. Clearwater and Tarpon Springs, north of St. Petersburg, are attractive to tourists. At Tarpon Springs you will see the activities of the Greek sponge divers in their colorful Old World boats.

The Sunshine Skyway Bridge, connecting St. Petersburg with Palmetto and Bradenton, gives a rare view of Tampa Bay and the waters of the Gulf. At Ellenton, north of Bradenton, is the Gamble Mansion where Judah P. Benjamin found refuge for a short time after the fall of the Confederacy. It is kept open as a museum by the members of the U.D.C.

As you travel south from Bradenton, the Friendly City, you will turn aside near Sarasota to the state-owned Ringling Museum of Art with its large collection of Rubens paintings and other art treasures. The winter quarters of the Ringling Brothers Barnum and Bailey Circus are near.

Fort Myers, farther down the Tamiami Trail, was the winter home of Thomas A. Edison. The home, gardens, and laboratory are open to the public.

Fascinating scenes are yours as you travel the Tamiami Trail through the Everglades. Here, you will see a young Seminole Hia-watha, pushing his canoe from clumps of tall palmettos through the saw-grass; there, may be an Indian hut with the squaw preparing the evening meal. Herons and cranes in the cypress swamps and trees bearing air plants and colorful orchids add to the enchanting panorama.

From Everglades, a town four miles south of the Trail on Florida 29, a sight-seeing boat penetrates a short distance into the western edge of Everglades National Park.

This is a paradise for bird lovers. The roseate spoonbill is one of the rare birds found here.

If you enter Jacksonville by either Route 17 or Route 23, you will note that the St. Johns River runs through the upper East Coast region for nearly two hundred miles. It was the water highway to the interior for the early settlers. Between Mayport and St. Augustine are Jacksonville, Atlantic, Neptune, and Ponte Vedra Beaches. Beyond St. Augustine are the Marine Studios, where fish and other marine specimens live together as



they would in the open sea. Daytona Beach is world famous. Ruins of an old sugar mill at New Smyrna Beach are maintained by the state.

From eastward-jutting Cape Canaveral, missiles of the Armed Forces are hurled into space. The Indian River section, which extends from New Smyrna Beach to Stuart, is famous for oranges and grapefruit. When you have tasted these, you will want to take a bag home with you. A turning aside to visit McKee Jungle Gardens will reveal to you the beauty of tropical growth and the atmosphere of the jungle.

West Palm Beach, originally intended as an adjunct to fashionable and luxurious Palm Beach, is an important boating center. The Norton Art Gallery and West Palm Beach Junior College are indicative of the cultural interests here.

Other resort towns with palatial homes, beautifully landscaped grounds, and varied recreational facilities almost join each other the entire way to Miami. Among these is Fort Lauderdale, the Venice of America. Its beach casino and pool are public. You drive only a few miles farther to reach Miami, wondering all of the time, "What will it be like?" The next issue of the *Bulletin* will answer that question.

Plans for your August trip should also include inland Florida. Orlando, Florida's largest inland city, lies in the midst of a rich citrus growing section. Rollins College is located at adjoining Winter Park.

Of the many cattle ranches in

Florida, some of the largest are in the Kissimmee Valley.

In the highlands, the scenic citrus region with its numerous clear lakes, is Lake Wales, a tourist center mainly because of the Singing Tower at Mountain Lakes, erected by Edward Bok. Its carillon concerts and its serene beauty attract thousands of visitors each year.

Cypress Gardens near Winter Haven is a must for many tourists. It is abloom the year around and is famed for its thrilling water-skiing shows and for its lovely hostesses in colorful ante-bellum costumes.

Deep in the heart of the Citrus Belt is Lakeland in the leading citrus-producing county of the nation. Thirteen of Polk County's six hundred lakes are within the city limits. Some of the buildings of Florida Southern College, located here, were designed by Frank Lloyd Wright.

Many tourists are interested in the wilderness of salt marshes, mangrove swamps, and lonely beaches known as the Everglades and called by the Indians "River of Grass." At the northern end is Lake Okechobee, which drains the central ridge of Florida. In rainy seasons its waters may inundate surrounding areas, but levees and flood gates have so controlled the water that acres of rich muck land are now given over to truck farms, tropical fruits, and sugar cane.

Enchanting as you will find other parts of Florida, your visit will not be complete unless you spend at

least one day in making the trip from Homestead to Key West. From island to island you drive over toll-free bridges with an unlimited view of sea and sky. Stop in Homestead for some avacados, mangoes, and papayas to enjoy on the way. Fishermen in your party will be tempted to linger at Marathon, popular headquarters for sport fishing.

Key West also offers superb fishing. The slow pace, the narrow streets, and the softly spoken Spanish are reminders of the early seafaring families. For lunch you will be tempted by Spanish dishes and seafood—turtle steak, conch chowder, or Key West crawfish—topped off with native Key lime pie.

From Tampa and points on the East Coast, trips by boat or airplane to Bermuda, Nassau, Cuba, Jamaica, and South America can be arranged by the travel agencies

at low cost during the summer. Florida motels, hotels, and eating places are excellent. Many of these reduce their rates in summer.

Many of you will be interested in the educational institutions in the state. The major ones not already mentioned are these: Jacksonville University, Jacksonville; Stetson University, De Land; Bethune Cookman (for Negroes), Daytona Beach; Tampa Christian University, Tampa; and the University of Miami, Coral Gables. Excellent private schools are found in the larger cities. Junior colleges have been established at Pensacola, Marianna, Palatka, Ocala, West Palm Beach, St. Petersburg, and Bradenton.

Plan to attend the 1960 International Convention at the Americana Hotel in Bal Harbour and to spend a month's vacation in Florida.

Florida calls in August.



Charlie Mary Noble

In a quiet, unassuming manner Miss Charlie M. Noble, international honorary member of The Delta Kappa Gamma Society, influenced thousands of people, children and adults alike, to do their best and inspired them to continue to study and to learn. In so doing, she won the sincere thanks and lasting gratitude of outstanding people and organizations in her home town, Fort Worth, Texas.

One organization, the Rice Institute Alumni Club, which paid tribute to Miss Noble last spring, expressed it this way when the president, William S. Asper, said, "Although this is the night that we honor you, the greatest honor is ours because of your constant and continuing influence on our lives." The Board of the All Church Home for Children presented her with a plaque inscribed "in grateful appreciation of her valued assistance in encouraging higher scholastic accomplishments among the children of the All Church Home." Texas Christian University, from which Miss Noble received her A.B. and M.A. degrees, honored her with the Doctor of Laws degree for her service to youth and education. The Altrusa Club in 1954 named her the First Lady of Fort Worth.

The crowning tribute was the naming of the planetarium at the Fort Worth Children's Museum in her honor because of her interest and work in the field of amateur astronomy. The Charlie M. Noble Planetarium was dedicated April 18, 1955. No other woman has been so honored. It has been estimated that in the two years prior to the opening of this planetarium, 25,000 visitors and students enjoyed the stars under her tutelage in their temporary quarters.

Her interest in astronomy brought her and Fort Worth national recognition. *Sky and Telescope* in the July, 1955, issue carried an announcement of the dedication of the planetarium and paid tribute to her as "a longtime teacher of astronomy and sponsor of astronomical activities among juniors in Fort Worth." In a feature article, "Struck by the Stars," in *Life* magazine of July 25, 1955, Miss Noble was pictured and introduced to the nation as "a leading influence on U.S. junior astronomy." The Astronomical League at its General Convention in Miami in July, 1956, honored her with a plaque engraved with the words "citation for outstanding leadership and accomplishment in the field of Amateur Astronomy."

Throughout her teaching career Miss Noble was always recognized for her advanced teaching methods. In 1948 she obtained from Henry M. Neely of the Hayden Planetarium, New York City, material in mimeographed form for a "new fashion of teaching and learning," using the sky as a laboratory and the line of sight as a principal instrument. Her use of this material and her encouragement to Mr. Neely were determining factors in the publishing of the material in his book, *Stars by Clock and Fist*. Mr. Neely presented her with the first copy of the book in which he pays tribute to her in the introduction called "A love letter to Miss Noble."

Though Charlie Mary Noble brought local and national acclaim to herself and to her home town, her sole aim was to inspire others to live up to their highest potentiality.

—MAURINE MARTEL



My Debt to the Stars

by Charlie Mary Noble

"The heavens declare the glory of God; and the firmament showeth his handiwork."

Psalms 19:1

VON HUMBOLDT says, "The stars unite all men and all periods of history." The world, which was recently hurled into the vast reaches of the Space Age, has reawakened to the study of astronomy, the oldest of the sciences. Thus, Von

Humboldt is justified in his assertion, for these same stars studied so avidly today are the very same stars that were named and charted in the dawn of recorded history in the original Garden of Eden, that land lying between the Tigris and Euphrates Rivers.

I have been star struck most of my life. Many years ago I realized that I needed an accompanying science to bring purpose and interest to the teaching of mathematics. Astronomy provided that stimulus. In a day when it was fashionable

Miss Charlie Mary Noble was named an international honorary member of The Delta Kappa Gamma Society at the 1958 International Convention in Minneapolis. She passed away in a Fort Worth hospital on Monday, November 30, 1959.

to discourage the continuous study of mathematics in high school, I organized the Penta Club at Paschal High School, an honor society with emphasis upon advanced mathematics and the study of stars in the Texas sky. Thus, we made it fashionable at our school to study and excel at mathematics. Our students were admitted to leading universities and technical colleges with a solid background in mathematics and many of these students have taken their places among the leading scientists of the day. I must say astronomy helped me to put force and drive into my teaching.

During World War II I was called to Texas Christian University as an emergency teacher. Again the stars were guiding me to a wonderful experience. Can you imagine the joyous challenge of working with the select young men of the Navy V-12 Program! I worked with these alert minds in navigation, nautical astronomy (using the sky as a free laboratory!), and spherical trigonometry, and you can believe those future officers kept me on my toes!

From there I was called to the delightful task I now hold, the position of director and instructor of the Junior Astronomy Club at the Fort Worth Children's Museum. This informal work with young children, most of them of public school age, is a labor of love, a rich and rewarding climax to a life devoted to our young people.

Thus I make my major point—astronomy can be taught at any

age. Just as I have encouraged the study of astronomy for all children, from first grade through the college years, so you, too, can teach astronomy at any grade level. Even the most inexperienced teacher, armed with a star chart and a pair of keen eyes, can teach beginning astronomy.

Benjamin Adelman, editor of *Space Science*, divides the teaching of astronomy into four categories: descriptive astronomy, positional astronomy, astrophysics, and applied astronomy. Descriptive astronomy is for all beginners and describes the planets, sun, moon, and stars. Positional astronomy locates the heavenly bodies and predicts their future positions. This study gives realism to courses in geometry and trigonometry. Astrophysics is physics on a cosmic scale and should be taught in every high school physics class. Applied astronomy is the study of space satellites and space navigation. You see, astronomy is for everyone!

Astronomy is a science in which there are few professionals but thousands of amateurs of all ages and all degrees of education. There is the closest association and cooperation between the two groups. It has been my experience that the most outstanding professional astronomer is never too busy to help the amateur. It is because of this help and guidance that our Junior Astronomers continue to grow and mature in their work. Our young people admire and look to their leaders for assistance. They look

forward each year to the national convention of the Astronomical League of America. Indeed, for the past seven years Juniors from Fort Worth have attended the conventions and have presented three-minute talks to the Junior Section. One of the local Juniors, Kay Gross, who became absorbed in astronomy ten years ago, has presided at the Junior Section at two national conventions.

I wish you could visit the Children's Museum here in Fort Worth. Our museum is unique because it is an active museum, fairly bursting at the seams with inquisitive youngsters. Here they may study the sciences from A to Z—astronomy to zoology—with many other fascinating subjects offered, too: painting, fossils, gem cutting, electronics, herpetology, and rocketry, to name but a few. We are doubly fortunate to have a planetarium, the Charlie M. Noble Planetarium, for which I am both proud and humble. Our astronomy teacher also teaches a class in telescope making. His class is always full of children and adults, grinding their own lenses and building their own telescopes.

Another unusual activity at the Children's Museum is the Official Moon Watch Team. What makes it outstanding in all the nation is that this team is the only one composed of both children and adults. The Museum has provided an excellent flat roof top as a station and the satellite scopes were donated by interested backers. Each scope is manned by an adult and

a child. What an experience for children to work with adults in harmony and willing discipline!

Standards in the astronomy class are very high. In order to become a Certified Junior Astronomer, the child must pass certain requirements set forth by the Astronomical League of America. The children work hard, but it is such delightful work that they couldn't be happier, and they work with great enthusiasm and gusto. What a wonderful way to spend their spare time, contemplating the universe and charting the stars and planets. No juvenile delinquents here!

Several science teachers in the public schools have started astronomy clubs as participating clubs of the Children's Museum. They also follow the requirements of the Astronomical League of America. It is our aim to have an astronomy club at every school in Fort Worth. Why don't you start a club at your school? All you need to find your way among the stars is a copy of Henry M. Neely's book, *The Stars by Clock and Fist*.

You have asked me how to teach astronomy. My answer is to tell you to start simply—observe the stars and then observe again and again. An easy way is to start with the circumpolar stars and the most obvious constellations and planets visible at the time. With a little work you will learn to recognize the constellations of all four seasons. You will look eagerly for your favorite stars as each season approaches.

Study the moon and planets. As your interest grows you will want to study double stars, star clusters, and galaxies. By this time you will be peering eagerly through a telescope and will be on a first name basis with the stars. Now there is no stopping you. The sky is the limit! The nice part of it is that you can study alone or with a group, with little equipment or an expensive telescope and still have a thoroughly good time. Astronomy is one of the few hobbies that can be free or inexpensive. With a borrowed library book or an inexpensive manual of the skies a whole new world comes into being. As you learn, become more scientific in your observations by keeping a written record. Tell the name of the object sighted, date, time, location, and atmospheric conditions. Many of your observations will be accompanied by a drawing of what you have seen.

Henry M. Neely of the Hayden Planetarium has come to our rescue with two wonderful books, *A Primer for Star Gazers* and *The Stars by Clock and Fist*. The latter volume is an absolute must for every beginning student of astronomy as he can easily learn to locate and identify any star at any time of year. By this method of star location the horizon is divided into the imaginary face of a clock with twelve o'clock true north. The east will be three o'clock, south will be six o'clock, and so on. Next we use the fist as a unit of measure from horizon to zenith, and *voilà*, by

using the face of the "clock" and a fist and Mr. Neely's charts, we easily learn all of the stars in the sky.

Next, encourage the use of the telescope. We had, at Paschal High School, a 3½ inch refracting telescope. We used it constantly. I learned very early that students could borrow it for home use and not abuse it. Indeed, they were so delighted by the new world that came into focus through the lens that they were especially careful to return the telescope in perfect condition. From this experience was born the telescope rental library which is part of the Children's Museum. The instruments, which are carried to and fro in wooden boxes, rent for one dollar a week. The pleasure this library has given to the boys and girls of Fort Worth, and to their parents as well, is immeasurable. I recommend that each school interested in teaching astronomy have one or more telescopes as part of their program.

In 1939, shortly after Albert Einstein sought refuge in the United States, the Penta Club welcomed him to America with a letter and a box of Texas bluebonnets. Professor Einstein's reply has a thought for all who love astronomy:

Dear Children:

It was a great pleasure indeed to receive today your kind letter and beautiful flowers. I am glad to learn of your

interest in astronomy and other natural sciences. It will no doubt give you much pleasure to learn how we came to our present knowledge of the heavenly bodies. Whoever has once developed an interest in these problems, so distant from our daily petty interests, he has won a lifelong friendship of which nothing can deprive him.

With warm wishes for the activities of your club, I remain with friendly thanks,

Yours sincerely,

Albert Einstein

So those of you who love the stars, who get on a first name basis with them, who investigate the eternity of space and the comfort of the same beautiful pattern of stars spangled on the inky black sky, those of you have found a lifelong comfort which nothing can take away. Yes, I owe a debt to the stars.

RECOMMENDED READING:

Adelman, Benjamin, editor. *Space Science*, 4211 Colie Drive, Silver Spring, Maryland.

Neely, Henry M. *The Stars by Clock and Fist*. Viking Press.

Neely, Henry M. *A Primer for Star Gazers*. Harper and Brothers.

Zim, Baker. *Stars*. A Golden Nature Book. Simon and Schuster.



The shocking complacency among our people frightens me. There is a subconscious notion that merely because Western civilization achieved and maintained primacy for 1300 years it is somehow pre-ordained by the Creator that, regardless of what we do in the future, we will still maintain our position. The trouble is that too few of us read history and therefore too many fail to comprehend that "the bigger you are, the harder you fall."



You and I have the professional responsibility to create and implement educational programs of the highest possible caliber. Without apology and with unstinting vigor, we must demand from the American people all that is necessary to prepare our children and our nation for the battle for its survival.

—Franklin D. Murphy, Chancellor
University of Kansas, Lawrence
"Our Dangerous Complacency." Guest editorial
NEA Journal, November, 1959, page 9.

WCOTP

Toward Mutual Appreciation

by Margaret Boyd

OH, EAST is East and West is West, and never the twain shall meet—"

When Kipling wrote this line in 1889, travel to Asia from the Americas was a rare experience which took four to six weeks; today an air trip from Steubenville, Ohio, to Tokyo takes nineteen hours. Our world has grown much smaller in time and space, much larger in population, and certainly more complex in many ways. In the days of Rudyard Kipling almost everyone was isolated from other countries.

That those days have been replaced was evidenced when more than seven hundred delegates, representatives, and observers from over seventy countries met at the Eighth Annual Assembly of the World Confederation of Organizations of the Teaching Profession in Washington, D.C., July 31 to August 7 to discuss the theme "Teaching Mutual Appreciation of Eastern and Western Cultural Values."

WCOTP is composed of more than one hundred national and fifty-five associate members representing more than 3.5 million teachers. These teachers are located in

seventy countries and territories of widely different political, economic, and geographic structure. They speak many languages, have different customs and beliefs.

The Delta Kappa Gamma Society, as an associate member organization, is entitled to have two representatives at this annual conference. It was a privilege to represent the Society. Many members of Delta Kappa Gamma attended as NEA delegates, as state delegates, representatives or observers. It was a matter of great pride to us that Dr. Ruth Stout, immediate past president of the NEA and leader of the American delegation, and Mrs. Sarah C. Caldwell, a former NEA president and now a member of the Executive Committee of WCOTP, are members of our Society.

This annual Assembly of Delegates to WCOTP represented one of the largest international gatherings of teachers to be held at one time and at one place. It illustrated the trend among teachers of the world to strengthen their organizations, to take a larger part in improving education within their own countries, and to form links with other national teacher organizations.

Miss Margaret Boyd is the assistant superintendent of schools in Steubenville, Ohio, and the immediate past international president of The Delta Kappa Gamma Society.

Teachers came from almost every country in Europe; from Australia, New Zealand, and the Philippines in the Pacific; from almost all countries in South America, Central America, and the Caribbean; from Japan, Korea, Burma, Viet Nam, Ceylon, Malaya, and other countries in the Far East; from Gambia, Liberia, Nigeria, Ghana, Nyasaland, Sierre Leone, Tanganyika, Kenya, French Africa, the Belgian Congo, and Southern and Northern Rhodesia in Africa.

The plenary sessions were held in the Auditorium of the National Education Association building. For these sessions simultaneous translation in four languages—English, French, German, and Spanish—was provided by means of the IBM wireless translator system.

Four discussion groups studied aspects of this year's theme, "Teaching Mutual Appreciation of Eastern and Western Cultural Values," through (1) Preparation of Teachers, (2) Developments of Curriculum, Teaching Materials and Methods, (3) Promotion of Family and Community Support and Cooperation, and (4) Action by International Bodies, Both Governmental and non-Governmental. Delegates had the privilege of attending the meetings of the WCOTP specialized committees on Rural Education; Technical and Vocational Education; Education for Handicapped Children; and Health, Physical Education, and Recreation. Educators met separately to

discuss regional problems of Africa, Asia, and Latin America.

In these smaller meetings, and in the personal contacts, delegates gained much of value in understanding other cultures. Useful information about other cultures was continually being imparted in a lively and easily understood way. Delegates absorbed the elements of one another's cultures and translated, to those with whom they came in contact, some elements of their own cultures. Each found that, in spite of mutual strangeness of culture, appreciation and deeper understanding were possible.

In preparation for this meeting and in the knowledge that the spread of factual information was the key to the success of the program, WCOTP made during the year a basic study of the theme, assessing the activities of teacher associations which bear directly on the appreciation of Eastern and Western cultural values, probing into the obstacles which impede mutual understanding, and studying what academic disciplines were most useful in this respect.

As might be expected the consideration of the areas of the curriculum brought out that the social studies and foreign languages were most adapted to teaching mutual understanding. Several noted the need for thorough textbook revision so as to include more relevant and recent material and to eliminate some of the prejudicial material which now exists. Literature, art,

and music give keys to understanding the spirit of the peoples. The importance of teacher attitudes was emphasized again and again.

In defining the obstacles which impede the teaching of mutual understanding, those most frequently mentioned were the lack of suitable materials and lack of time in the curriculum. Other obstacles to a successful program are the lack of traveling exhibits on foreign countries; inadequacy of texts; insufficiency of international correspondence; defects in the curriculum; prejudice among members of the public or among teachers; racialism, lack of respect for others; and touchy attitudes on political questions.

Again and again it was brought out that if the mutual appreciation of the East and the West is to come, the schools must play an important part. This calls for a re-appraisal of curriculum content, of textbooks, and of other teaching materials.

During the Conference a teaching aid in the form of a filmstrip developed by the NEA was presented to each delegate. This filmstrip, "All of Us, the People of the World," makes plain to elementary children that all men are alike in many ways. All have similar wants and needs in spite of the fact that environment, history, and differing views of life give a wide diversity.

What specifics did this Conference give for education, for teachers, and for teaching? As Sir Ronald Gould, the president of

WCOTP, outlined in his closing address, the teachers' task is to translate to their pupils the best in their national cultures, to lead their pupils to appreciate the worthwhile in other cultures, and to free them from ignorance and prejudice. Anything less is insufficient for today's needs.

Although this Conference did not deal specifically with the financial support of schools, we saw many times how education is hampered because teachers, buildings, and money are in short supply. We agreed that much that is wrong with schools is due to their poverty. Half of the 500 million children of school age in this world (under 14) are receiving no education at all. Even in wealthier countries, classes are often overcrowded and buildings inadequate. Some countries wish to provide good educational facilities but lack the means. We were told that if the whole local and national revenue in India were devoted to education, the amount would be insufficient to provide primary education for every child.

The reports from the different countries were stimulating. As the delegates spoke, we realized that the great need of the schools is teachers, not just enough teachers but teachers of the right sort. We realized that if we are going to wage war on prejudice and suspicion, we must rely not alone on textbooks describing the qualities necessary to mutual appreciation but on teachers who embody these

qualities. What is taught, why it is taught, and how it is taught may be all important; but what the teacher is, is the most important of all.

One of the most important issues that emerged was the Conference's deep concern about the plight of teachers in East Germany who are fleeing to the West at the rate of 2,000 or 3,000 a year because of the intolerable conditions under which they are required to teach in the Soviet Zone. The statistics were given by the WCOTP Committee on East German Refugee Teachers, whose members had interviewed many refugee teachers. The study reported that a Soviet Zone teacher is well paid compared to persons in other professions, "but he has no job security. He can be dismissed at any time for several reasons, including political ones."

The report said that the East German teacher is "overloaded with work—must conduct parents' seminars and visit parents for the purpose of constantly influencing them politically."

"... The teacher is obliged to determine the political views of parents from oral and written statements of his pupils."

The Committee said that 32.3 per cent of the fleeing teachers had received their entire professional training under the Soviets.

While recognizing that there are problems of security and re-training involved, the Conference urged in a unanimous resolution that sympathetic efforts be made to help

these refugee teachers re-establish themselves in the West. It authorized the WCOTP Executive Committee to circulate the report of its special committee to all its member organizations and urge on them the need to help these teachers.

One unscheduled by-product of the meeting was a spontaneous movement to promote the exchange of ideas between teachers and pupils in the East and West through correspondence. Delegates responded eagerly to the idea and undertook to guarantee that the program would get started this fall in their countries.

Another resolution called for disapproval of the teacher merit rating system proposed by the Japanese Government, which would evaluate teachers according to the performance of their pupils.

Not only did the mutual appreciation of other cultures occupy a leading place on the crowded agenda but it was also uppermost during the social events. On Tuesday night, Friendship Night, all delegates from other countries were guests in 120 different American homes. Conference participants enjoyed a day's excursion to Mount Vernon, visiting en route the Tomb of the Unknown Soldier. After a boat ride back to Washington, they had a quick tour of the city. The Farewell Banquet was highlighted by the addresses of Robert Murphy, Under Secretary for Political Affairs, United States Department of State, and Carlos P. Romulo, Philippine Ambassador to the

United States. It was in these settings that pictures and addresses were exchanged, that friendships and promises to keep in touch with each other were made.

The influence of WCOTP has only begun. This organization was established in 1952 when three international organizations gave up their separate identities and adopted the Constitution of WCOTP. The organization is continually expanding its program.

With a clearer and stronger voice on the international scene, the Confederation has made progress in its efforts to deal with educational problems, to represent and serve teachers effectively, and to promote mutual understanding. Last year the organization sent observers to eight international conferences and five national conferences. It participated in thirteen UNESCO conferences. The WCOTP 1960 theme will be "Child Health and the School."

Thus the appreciation of Eastern and Western cultural values proved a real challenge to our thinking, to our educational practices, to the quality of our own lives. We know that the twain are meeting in schools where children of different races are working together and playing together with the complete absence of racial tension and in WCOTP, where the teachers of these children sit side by side with a common purpose.

In the words of Sir Ronald Gould, "Let us then take this message back to the three million teachers

we represent in our own countries. Let us urge our colleagues to re-examine their theories and their practices. Let us encourage them to dispel ignorance and misunderstanding, to root out fear and suspicion in all of the many millions of children entrusted to their care. For the challenge of a world divided and subdivided by indifference, misunderstanding, fear, selfishness, and greed can only be met by making men better. To that supreme task let each of us today dedicate himself afresh."

From whatever nation we came and to whatever nation we have returned from this WCOTP Conference, each of us has returned more informed of other countries and other peoples and more concerned for their well being. We of the United States of America were honored to have been host during this great Conference.

"As teachers of the various free nations," said Dr. Ruth Stout in closing the Conference, "we share a common goal of freeing men's minds to think without fear, without the limitations of ignorance, selfishness, provincialism, or prejudice. Few, if any, of us assume that all men are created equal; but most of us would agree that, as teachers of the free nations, we must do our best to provide circumstances equally suited to every person's having not only the opportunity to develop and use his ability to the fullest but also the desire to contribute to a better life for his own generation and the generation to come after him."

The International President's Page

by Ola B. Hiller

Leonard Covello, an immigrant boy who became a beloved teacher in New York's East Harlem, dedicated his recent autobiography titled *The Heart Is the Teacher* "to those who believe that the struggle for a better world will be won or lost in our schools." His is a story of the trials, triumphs, and heartbreaks of a dedicated teacher who never lost faith in the creative powers of the human heart. Fifty years spent in helping children of immigrant families to appreciate the heritage of their parents' past as well as the privileges and responsibilities of life in a new land enabled Mr. Covello to understand more clearly the fundamental needs of bewildered youth as they seek to discover the meaning of life.

The Heart Is the Teacher has a vital message for mid-century educators as we work with children and young people in an age of scientific and technological revolution that influences the economic, social, cultural, and political life of our nation and threatens to destroy civilization. Within its pages we can rediscover what it means to be a teacher; we can share the author's faith in the potential goodness of each child; and we can find new zeal for the task ahead.

The needs of our time call for greater knowledge of subject matter, deeper understanding of human personality, and more skill in serving individual differences. Continuous study, research, and experimentation are necessary to keep teachers in touch with advancements in many fields of learning. Classroom methods, too, must profit from some of the newer techniques of communication. Indeed, the demand for competent teachers at all levels necessitates a concerted effort on the part of educators and laymen to recruit promising young people for the teaching profession and to encourage career teachers to pursue advanced training.

At long last education has achieved a priority rating. Now is the time to take giant strides in gaining the public support needed if we are to achieve excellence in the nation's educational program. This is the time

for teachers to prove their dynamic spirit, vision, and creativity for effective leadership. It is the time to challenge our finest young people to enter the profession. It is the time to encourage experienced women educators to move into key positions in teacher training, curriculum development, supervision, and administration.

Is your Chapter alert to the challenge of these times? Have you an effective selective recruitment program? Do you encourage members to take advantage of special workshops and seminars? Have you completed your quota in the special Scholarship Project to help fifty-six Delta Kappa Gamma women pursue graduate study in 1960? Have you encouraged promising members to apply for one of our special or regular scholarships? Are you supporting worthy women for administrative and supervisory positions? Are your meetings helping members to gain new perceptions of an effective educational program for today's children, youth, and adults? Are they bringing new understandings of the role of education in modern society? Are they creating an awareness of the rising expectations of millions of peoples who are beginning to realize that life can be better than they have known? Are they helping members to prepare boys and girls for a world of conflicting ideologies, population explosion, mobility, automation, space exploration, and rapid scientific and technological change? Implementation of our purposes calls for serious consideration of the vital issues of our time. Just as Mr. Covello understood the problems affecting youth of an earlier era, so we need to understand the problems of our day both to give meaning to our lives and to help boys and girls discover meaning for theirs. "The heart is the teacher" and the rewards are soul satisfying for those who believe this to be true.

Covello, Leonard with D'Agostino, Guido. *The Heart Is the Teacher*. New York. McGraw-Hill Book Co., 1958.



7th *National Conference*

U.S. NATIONAL COMMISSION
FOR UNESCO

The Cultures of the Americas

by Ola B. Hiller and Eunah Temple Holden

THE CULTURES of the Americas—Achievements in Education, Science, and the Arts—was the theme for the Seventh National Conference of the United States National Commission for UNESCO held in Denver, September 29—October 2.

In greeting the delegates during the opening session, Sir Ben Bowen Thomas, chairman of the UNESCO Executive Board, said: "In the course of the lives of many of us we have read about British America, French America, Spanish America, and Portuguese America. Today, however, one reads and thinks more and more about America, the Western Hemisphere. Here is a giant, with its left hand outstretched to clasp the right hands of Europe and Africa, and its right hand extended to grip the left hands of Asia and Australia, so helping powerfully to form a girdle

of concord and understanding around the world."

Following Sir Ben Thomas, Jean Thomas, assistant director general for UNESCO, called attention to a worthy heritage and the great promise for the future of the Americas. Thus, with strong expressions of faith that the Americas will influence human progress in great degree throughout the world, the five-day conference was launched. During the days following the opening meeting, delegates attended section and panel meetings of their choice.

The Education Section devoted its attention to two considerations: the progress of education within Latin America and education about Latin America in the United States. Participants in this area heard The Honorable George V. Allen, director, United States Information Agency, describe the bi-national

centers, a grassroots movement for understanding, set up to meet a desire of people to learn English. Of the 108 bi-national centers around the world, 96 are in Latin America. These centers function under the guidance of the Information Services, but almost autonomously. The cost of participation varies from \$2 to \$20 per month. There are annual or semi-annual seminars for the teachers. Many business enterprises in those lands furnish funds for instruction of their employees. Mr. Allen observed that one of the things the United States does best is to put people and books together. He pointed out that the use of bi-national centers and libraries is an indication of man's increasing awareness that misunderstanding leads to war and understanding leads to peace.

This statement opened the way for the topic "Better Understanding through Better Knowledge," presented next by Professor Carlos Delgado de Carvalho, of the University of Brazil. He noted that modern transportation has shrunk the world, making us feel the need today for a better world. He asked: "Why should we gratify ourselves with material progress and leave cultural achievements to philosophers? Why should a South American know more about Guizot and Bismarck than about Jefferson and Jackson? Why should a North American insist on Cavour's accomplishments and barely mention

the names of Pedro II and San Martin?"

Mrs. Christine Sanchez from Aurora, Colorado, and fifteen of her sixth grade boys and girls gave an effective review of Mexican history, geography, and culture which they had been studying in their class. The discussion following the demonstration ranged from teaching of a foreign language in connection with social studies to the establishment of "twin classes" which could exchange letters, art work, and recordings as a means of improving cultural relations with our neighbors. Dr. Carlos Delgado de Carvalho called for the teaching of a basic vocabulary of the foreign language rather than teaching words at random. The panel felt that any language taught should be functional rather than merely an interesting activity. Some voiced a belief that there is a greater need to teach the culture of various countries than their languages. It was noted that the trends in social studies is toward studying world cultures at lower grade levels than formerly and toward the establishment of national curricula as guides for teachers.

Dr. Robert Burr of the University of California raised pertinent questions regarding what should be taught about Latin America in the secondary schools of the United States. The participants in this group meeting seemed to agree that (1) the existing curriculum needs modernization; (2) the teacher attitudes about other peoples are

important, for how he teaches is affected by what *he* thinks; (3) the content of the study of Latin America should vary with the developmental characteristics of the children, becoming more analytical at the high school level; (4) social studies teachers need better training in Latin American geography, history, and culture; (5) curriculum workers must provide guidance to teachers concerning the appropriate emphasis to be given to the study of Latin America and to the provision of teaching materials and resources for this study; (6) members of the National UNESCO Commission should use their influence to secure aid for the social studies just as other subject areas are now aided by federal grants.

Dr. Clark C. Gill of the University of Texas told those attending the higher education session that the neglect of Latin America in our teacher education programs is serious. "Even in universities with rich offerings on Latin America, it is a matter of chance rather than design if a prospective teacher develops a substantial background on Latin America," he said. To correct this deficiency, Dr. Gill made five proposals for future development in the teacher education program:

1. Some decision should be made as to what a teacher needs to know about Latin America for the particular grade level and subject area for which she is preparing to teach. Then a curriculum should be planned accordingly on a

university-wide basis to satisfy those needs.

2. A re-examination of textbooks and other teaching materials used in the teacher education programs should be made to determine the adequacy of their treatment of Latin America.
3. A vastly expanded program of student and teacher exchange with Latin America should be instituted.
4. To help implement the above proposal, instruction in Spanish and Portuguese should be intensified and expanded to enable students to achieve maximum benefits from study abroad.
5. Promoting better inter-American relations should begin at home with greater concern for the social, economic, and educational problems of Spanish-speaking Americans in our own communities.

Adult education programs and the mass media received their share of time and attention as vitally important means of helping in this struggle for hemispheric understanding, both at the highly cultural level and at the level for reaching the masses of illiterate peoples who have decided at this point in history that they want to participate in the benefits of civilization. The tremendous possibilities of these media for developing appreciations and understandings were seen in the delightful evening program presented by Carmen Cuevas MacKenna and her group of Chilean guitarists, singers, and dancers and by the thrilling music of the Americas, played by the Denver Symphony Orchestra under the batons of the composers another evening.

One section of the conference

was devoted to assessing the importance of achieving balanced economic growth as a means of furthering education, science, and culture. Two eminent leaders in industry and international finance expressed opposing viewpoints on the threat of overpopulation in Latin America.

J. Peter Grace, president of the \$400 million W. R. Grace and Company, spoke from the experience of an international operator in the fields of chemicals, sugar, steamships, and airlines. He maintained that UNESCO's intensive study of arid lands now under way in the Middle East and North Africa held special significance for the food-producing problems of Peru, Chile, and Brazil. For 105 years the Grace Company has worked close to the people who respond to economic as well as spiritual leadership—"Nothing Without Divine Will."

Taking an opposing viewpoint on the problem of overpopulation, Dr. Stacy May forecast for Latin America a population of 500-600 million persons within forty years—nearly twice that anticipated as the combined population of the United States and Canada. The noted economist, author, and official of the International Basic Economy Corporation gave the per capita income of the United States in 1958 as \$2,400 and of Canada, \$1,900. But the average Latin American earns only \$350 when employed at subsistence-level labors in agriculture and mining.

Dr. Paulo Ayres Filho of Sao

Paulo, Brazil, pointed out that "Just as underdeveloped countries have underdeveloped governments, they also have underdeveloped private business communities. There is a lack of real business enterprise, business know-how, business integrity and of a sense of social responsibility." Then he discussed the new and rewarding prospect of partnership which is opening up for American corporations.

Vice-president John D. J. Moore of the W. R. Grace and Company explained films to the panel meeting during his presentation of "An Adventure in Private Enterprise in Latin America." While enlarging particularly on their investments in Paramonga on the Peruvian coast, Mr. Moore gave the following generalizations:

1. The investment should visibly improve the local productivity and standard of living and offer opportunity to local people to advance themselves to top management positions.
2. It should benefit the local economy by conserving its foreign exchange through replacement of imports or creation of exports or both.
3. It should be non-competitive with local capabilities . . . But initial advantages (technological skills and capital) should be shared with the host country as business develops.
4. It should observe good corporate manners: learn his language; associate with his people; respect his culture and religion; stay out of his politics; and not try to change his way of life to suit your ideas.

Dean Harlan Cleveland of Syracuse University reminded his audience that 1 percent of the population

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of the United States works abroad. "A good man at home will be a good man abroad," he said, may be a comfortable statement but it is not a true one. Dean Cleveland took issue with some of the so-called accepted theories of training persons for work overseas. He questioned the necessity of all such employees learning the foreign language before going abroad. ("There are too many fluently arrogant Americans there now.") He insisted upon orientation in specializations and the inculcation of proper attitudes. Delta Kappa Gammas will be interested in Dean Cleveland's forthcoming book *The Overseas Americans*, based upon a three-year research study conducted by the Maxwell Graduate School of Citizenship and Public Affairs.

Conferees who remained for the final plenary session were rewarded by hearing two outstanding men: the novelist William Faulkner and the Minister of Education of Argentina, Dr. Louis R. MacKay. "We have gathered here from our arduous distances," summarized Mr. Faulkner, "because we believe that 'I, Me' is more important than any government or language. We are descendants of people who, in the old hemisphere, believed that to be possible and burst the old bonds into a new hemisphere where that belief could be tested . . . Out of every failure there arises always a new handful who decline to be convinced by failure, who believe

still that human problems can be solved."

In the main address of the session Dr. MacKay said: "The fact of being American imposes responsibilities maybe heavier than those falling upon the European because America is a continent of possibilities, of the future, of the horizon that may be attained . . . We have no points of reference; in fact, we create them as we go . . .

"Therefore, education has a decisive role in this arduous process of molding an authentic American culture. The school will be a powerful instrument of communication and exchange between our young republics. The school will keep in mind the real and significant fact that each one of our countries forms part of a vast continental community whose historic hour is drawing near."

Then Dr. MacKay made two important announcements: (1) The teaching of the English language will be established in all elementary schools in Argentina. (In the secondary schools youth is given a knowledge of the life and culture of the country whose language they are learning.) (2) The government of Argentina is offering nine scholarships to Americans who will come to study in their universities.

The UNESCO conference, in an atmosphere of cordiality and friendship, was one more gigantic effort of free men to understand, discuss, and plan for the preservation and advancement of the cultures of the Americas.

In Memoriam

To live in hearts one leaves behind is not to die

Alabama

Mrs. Rose Combs of Alpha Iota Chapter on April 24, 1959, in Gadsden.

Mrs. Margaret M. Davidson of Alpha Chi Chapter on August 21, 1959, in Cuba, Alabama.

Miss Ruth Graves of Nu Chapter on August 6, 1959, in Cullman.

Miss Jessie Hopper of Kappa Chapter on October 21, 1959, in Huntsville.

Mrs. Zora Marion of Epsilon Chapter on September 2, 1959, in Mobile.

Miss Margaret Rumsey of Kappa Chapter on September 4, 1959, in Huntsville.

Arkansas

Mrs. Laura Simpson of Xi Chapter on April 17, 1959, in Cave City.

Miss Ellie Tucker of Alpha Beta Chapter on September 18, 1959, in Cornerville.

California

Mrs. Alice Castro of Alpha Kappa Chapter on June 5, 1959, in San Jose.

Miss Evelyn L. Garcia of Alpha Omega Chapter on August 14, 1959, in Niles.

Mrs. Letitia Lytle of Psi Chapter on April 4, 1959, in Long Beach.

Mrs. Glenn Scott of Gamma Beta Chapter on September 10, 1959, in Salinas.

Connecticut

Mrs. Mary H. Mahoney of Epsilon Chapter on July 20, 1959, in Washington, D.C.

Delaware

Miss Mary Lillian Davis of Alpha Chapter on January 11, 1959, in Wilmington.

Florida

Miss Mary Page Borden of Alpha Chapter on May 25, 1959, in Bethesda, Maryland.

Miss Addie Boyd of Epsilon Chapter on August 22, 1959, in Waynesboro, Tennessee.

Mrs. Beulah Milam Warner of Alpha Chapter on May 31, 1959, in Jacksonville.

Georgia

Miss Martha Kelly of Pi Chapter on September 13, 1959, in Moultrie.

Hawaii

Mrs. Nell B. Elder of Alpha Chapter on September 28, 1959, in Sacramento, California.

Illinois

Miss Elizabeth Bray of Sigma Chapter on November 9, 1959, in Quincy.

Miss Georgiana Donahue of Alpha Theta Chapter on September 15, 1959, in Elgin.

Mrs. Lillian Lund of Upsilon Chapter on November 4, 1959, in Kankakee.

Miss Blanche A. Monks of Omicron Chapter on November 9, 1959, in Orlando, Florida.

Miss Helen K. Ryan of Omicron Chapter on May 6, 1959, in Springfield.

Mrs. Cuba Tureman of Chi Chapter on October 10, 1959, in Hardin.

Indiana

Mrs. Mary Louise Brown Allen of Alpha Chapter on April 5, 1959, in Greencastle.

Miss Fern Brock of Gamma Chapter on October 17, 1959, in LaPorte.

Miss Katherine E. Dennis of Iota Chapter on November 14, 1959, in Crawfordsville.

Mrs. Hazel Eck of Pi Chapter on October 3, 1959, in Evansville.

Mrs. Edna LaFollette of Xi Chapter on August 14, 1959, in California.

Miss Eleanor O'Connor of Gamma Chapter on September 21, 1959, in Huntington.

Miss Lola Smith of Alpha Chapter on August 8, 1959, in Bloomington.

Iowa

Miss Maude Cooper of Zeta Chapter on June 5, 1959, in Newton.

Miss Anna Grissel of Theta Chapter on October 13, 1959, in Cedar Rapids.

Miss Olga Tapper of Theta Chapter on May 29, 1959, in Cedar Rapids.

Miss Estella Marguerite L. Williamson of Nu Chapter on August 28, 1959, in Fairfield.

Kansas

Mrs. Golden Ison of Beta Chapter on July 31, 1959, in Garden City.

Mrs. Marguerite Patterson Jester of Sigma Chapter on June 25, 1959, in California.

Miss Thelma Leola Keener of Tau Chapter on April 25, 1959, in Independence.

Miss Emma Moore of Epsilon Chapter on August 27, 1959, in Stafford.

Miss Leona Seaman of Alpha Epsilon Chapter on May 20, 1959, in Wichita.

Mrs. Ruth Unruh of Iota Chapter on July 3, 1959, in Emporia.

Miss Jennie Williams of Phi Chapter on July 22, 1959, in Emporia.

Kentucky

Mrs. Doris Furrington Howerton Stout of Theta Chapter on June 8, 1959, in Taylorsville.

Louisiana

Mrs. Elaine Pearce Bruner of Alpha Delta Chapter on July 28, 1959, in Thibodeaux.

Miss Mary McConnell Burgoyne of Pi Chapter on September 28, 1959, in New Orleans.

Mrs. Theresa McConnell Lowe of Nu Chapter on November 2, 1959, in Minden.

Maine

Mrs. Pauline Kealiher of Zeta Chapter on July 17, 1959, in Milo.

Mrs. Nellie R. Ricker of Beta Chapter on September 17, 1959, in Brunswick.

Minnesota

Mrs. Escher Bergquist of Epsilon Chapter on September 6, 1959, in Glencoe.

Miss Maude Blanchard of Nu Chapter on October 6, 1959, in Mankato.

Miss Alice J. Nelson of Nu Chapter on June 27, 1959, in Mankato.

Miss Alfreda H. Voigt of Alpha Chapter on November 15, 1959, in Minneapolis.

Mississippi

Miss Dale Kimmons of Kappa Chapter on June 27, 1959, in Water Valley.

Missouri

Miss Dorothy Ely of Sigma Chapter on November 16, 1959, in St. Charles.

Miss Mary Howard Hix of Omega Chapter on October 3, 1959, in Cape Girardeau.

Montana

Mrs. Carmella Hughes of Rho Chapter on August 10, 1959, in East Glacier Park.

Nebraska

Miss Sallie C. Hawkins of Chi Chapter on November 21, 1959, in McCook.

Mrs. Helen Hedden of Omicron Chapter on November 6, 1959, in Geneva.

Mrs. Myrtle M. Hicks of Delta Chapter on September 15, 1959, in Omaha.

Miss Zelma Wonderly of Iota Chapter on August 22, 1959, in Auburn.

New Mexico

Miss Hazel Melaas of Nu Chapter on October 7, 1959, in Carlsbad.

New York

Mrs. Virginia Arakelian Butler of Rho Chapter on June 28, 1959, in Bainbridge.

North Carolina

Mrs. Estelle Jones Chapman of Tau Chapter on November 5, 1959, in McFarlan.

Mrs. Florence Doggett of Alpha Epsilon Chapter on May 17, 1959, in Shelby.

Mrs. Louise Baker Helmle of Alpha Rho Chapter on August 16, 1959, in Madison County.

Miss Margaret Tiddy of Alpha Epsilon Chapter on May 18, 1959, in Hickory.

Miss Lenora Watts of Gamma Chapter on August 28, 1959, in Asheville.

Miss Selma Caroline Webb of Alpha Epsilon Chapter on October 9, 1959, in Shelby.

North Dakota

Dr. M. Beatrice Johnstone of Epsilon Chapter on September 17, 1959, in Grand Forks.

Miss Irma Walker of Epsilon Chapter on May 15, 1959, in Cass Lake, Minnesota.

Ohio

Miss Margaret Babbs of Beta Delta Chapter on October 10, 1959, in Newark.

Mrs. Britto Canfield of Beta Iota Chapter on June 24, 1959, in Columbus.

Mrs. Velma Gary of Lambda Chapter on June 30, 1959, in Yellowstone Park, Wyoming.

Miss Lizzie Hahn of Beta Gamma Chapter on November 3, 1959, in Ashland.

Mrs. Fleda Doolittle Malone of Alpha Lambda Chapter on September 23, 1959, in Coolville.

Miss Georgianna Reed of Gamma Iota Chapter on September 6, 1959, in Willoughby.

Mrs. Lottie Roseberry of Beta Theta Chapter on October 13, 1959, in Urbana.

Miss Lucy Stacy of Omicron Chapter on November 16, 1959, in Marietta.

Miss Helen Washburn of Alpha Xi Chapter on July 23, 1959, in Nelsonville.

Oklahoma

Miss Rebekah Elizabeth Kuckert of Beta Chapter on September 19, 1959, in Tulsa.

Miss Agnes Sophia Peterson of Beta Chapter on October 3, 1959, in Tulsa.

Oregon

Mrs. Ethel Meyers of Rho Chapter on July 24, 1959, in Coos Bay.

Pennsylvania

- Miss Hazel Kay Ainsworth of Chi Chapter on November 8, 1959, in Lancaster.
- Mrs. Janet Mary Booz of Eta Chapter on June 25, 1959, in York.
- Mrs. Helen Haney Hodges of Zeta Chapter on July 30, 1959, in Ambridge.

South Carolina

- Mrs. Olive M. Crow, honorary member of Alpha Chapter, on September 14, 1959, in Bradford, Yorkshire, England.

South Dakota

- Miss Mary Craig of Iota Chapter on August 5, 1959, in Hardin, Montana.

Tennessee

- Mrs. Zella Greene of Gamma Chapter on December 20, 1958, in Johnson City.

Texas

- Miss Fannie Leonora Andress of Delta Epsilon Chapter on August 31, 1959, in Livingston.
- Mrs. Daphne Hixon Berger of Delta Sigma Chapter on October 20, 1959, in Dallas.
- Mrs. Lila Browning Brooks of Gamma Mu Chapter on April 12, 1959, in Pecos.
- Miss Jennie Case of Alpha Mu Chapter on July 17, 1959, in Harlingen.
- Mrs. Margaret Davis of Alpha Mu Chapter on August 10, 1959, in Richmond.
- Mrs. Loree Doak of Alpha Gamma Chapter on September 14, 1959, in Cleburne.
- Miss Fannie McMunn of Eta Chapter on July 22, 1959, in Beaumont.
- Mrs. Louise Johnson Morton of Gamma Mu Chapter on June 15, 1959, in Pecos.
- Miss Charlie Mary Noble, international honorary member, on November 30, 1959, in Fort Worth.

- Miss Bessie May Parrish of Delta Sigma Chapter on October 15, 1959, in Dallas.

- Mrs. Ella Cate Russell of Epsilon Alpha Chapter on August 2, 1959, in Fort Worth.

- Mrs. Lula Shaw of Gamma Iota Chapter on October 10, 1959, in Lockney.

- Mrs. Nancy Smith of Alpha Omicron Chapter on November 5, 1959, in Albany.

- Mrs. Marie Power Westervelt of Beta Xi Chapter on August 31, 1959, in Corpus Christi.

- Miss Jeanette Yonker of Zeta Chapter on September 13, 1959, in Waco.

Virginia

- Mrs. Nancy L. Hamilton of Eta Chapter on August 20, 1959, in Roanoke.

- Miss Annie H. Sutton of Beta Chapter on July 6, 1959, in Richmond.

- Mrs. Lelia H. Turpin of Beta Chapter on August 8, 1959, in Richmond.

Washington

- Miss Gertrude Cunningham of Alpha Chapter on August 26, 1959, in Puyallup.

- Miss Francis Gladwin of Iota Chapter in May, 1959, in Shelton.

- Miss Elizabeth Mills of Omicron Chapter on August 10, 1959, in Seattle.

- Dr. Dora Wagner, honorary member of Tau Chapter, on July 27, 1959, in Munich, Germany.

Wisconsin

- Mrs. Ruth Lytie of Zeta Chapter on July 2, 1959, in Green Bay.

Wyoming

- Mrs. Bernice Wainwright of Delta Chapter on November 24, 1959, in Salt Lake City.

Report of the International Treasurer

COMBINED BALANCE SHEET

THE DELTA KAPPA GAMMA SOCIETY - AUSTIN, TEXAS

June 30, 1959

ASSETS	TOTAL	AVAILABLE FUND	BUILDING FUND	PERMANENT FUND	SCHOLARSHIP FUND	EMERGENCY FUND	EDUCATORS AWARD
ASSETS—OTHER THAN FIXED:							
CASH							
Petty Cash	\$ 100.00	\$ 100.00					
Cash on Deposit	66,478.80	44,863.43					\$ 895.24
Cash in Savings Accounts	127,693.04	127,693.04				\$ 1,765.11	—
TOTAL CASH	\$194,271.84	\$172,656.47	\$ 5,431.72	\$ 8,215.03	\$ 5,308.27	\$ 1,765.11	\$ 895.24
INVESTMENTS—							
Government Securities	\$284,387.59	—	—	\$ 53,381.47	\$207,912.52	—	\$ 23,093.60
FIXED ASSETS:							
Land	\$ 7,800.00	—	—	\$ 7,800.00	—	—	—
Building	166,182.39	1,255.89	164,926.50	—	—	—	—
Furniture and Fixtures	57,812.48	15,516.72	33,708.82	8,566.94	—	—	—
Meter Deposits	233.90	—	—	223.90	—	—	—
TOTAL FIXED ASSETS	\$232,018.77	\$ 16,772.61	\$198,635.32	\$ 16,610.84	—	—	—
OTHER:							
Inter-Fund Receivables:							
Due from Available Fund	\$ 147.38	—	—	—	\$ 139.25	—	\$ 8.13
TOTAL ASSETS	\$710,825.58	\$189,429.08	\$204,067.04	\$ 78,207.34	\$213,360.04	\$ 1,765.11	\$ 23,996.97
LIABILITIES & SURPLUS							
ACCOUNTS PAYABLE:							
Payroll Taxes Accrued	\$ 598.49	\$ 598.49	—	—	—	—	—
OTHER:							
Inter-Fund Payables:							
Due Korean Scholarship Fund	\$ 1,474.35	\$ 1,474.35	—	—	—	—	—
Due Scholarship Fund	139.25	139.25	—	—	—	—	—
Due Educators Award Fund	8.13	8.13	—	—	—	—	—
TOTAL—OTHER LIABILITIES	\$ 1,621.73	\$ 1,621.73	—	—	—	—	—
SURPLUS:							
Balance—June 30, 1959	\$708,605.36	\$187,208.86	\$204,067.04	\$ 78,207.34	\$213,360.04	\$ 1,765.11	\$ 23,996.97
TOTAL LIABILITIES AND SURPLUS	\$710,825.58	\$189,429.08	\$204,067.04	\$ 78,207.34	\$213,360.04	\$ 1,765.11	\$ 23,996.97

FOOTNOTE: The Society, in addition to the above reflected assets, has special funds not carried on its general books, as follows:

Dr. Margaret Stroth Retirement Fund—American National Bank—	\$ 16,806.71
Special Scholarship Fund:	
Austin National Bank—On Deposit	\$ 15,994.85
Bonds	19,096.47
	\$ 35,091.32
	\$ 51,898.03

TRACE OF CASH

For the Fiscal Year Ended June 30, 1959

BALANCE—July 1, 1958\$140,171.83

RECEIPTS

AVAILABLE FUND

Initiation Fees	\$ 11,692.62	
Dues	167,751.78	
Fees—Honorary Members	2,878.00	
Supplies	14,103.67	
Bulletin Advertisement	500.00	
Interest	2,493.04	
Penalties	88.15	
Convention	4,478.79	
Employment Tax Refund—		
Prior Years	1,015.78	
Travel and Other Expense Refunds	2,378.27	
Miscellaneous	100.29	
Collected for Transfer to Korean		
Scholarship Fund	1,474.35	\$208,954.74

SCHOLARSHIP FUND

Fees	\$ 13,744.05	
Interest	5,521.14	
Balfour Royalty	2,480.44	
Sale of Song Books	569.27	
Sale of Government Securities	13,000.00	35,314.90

PERMANENT FUND

Initiation Fees and Dues	\$ 19,912.04	
Interest	1,189.59	
Sale of Government Securities	1,000.00	22,101.63

EDUCATORS AWARD FUND

Interest	578.76	
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BUILDING FUND

Contributions	2,107.09	
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EMERGENCY FUND

Contributions	825.62	269,882.74
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TOTAL CASH TO BE ACCOUNTED FOR\$410,054.57

Special Scholarship Fund: Austin National Bank—On Deposit \$ 15,394.85 Bonds 19,096.47

DISBURSEMENTS**AVAILABLE FUND****General Expense**

Bulletin	\$ 33,032.64
Insurance	1,497.32
Library	138.45
Maintenance and Repairs	851.85
Meetings—Administrative	5,745.52
Meetings—Regional	3,200.00
Meetings—Convention	8,387.29
Miscellaneous	1,948.79
News	12,412.61
Office Supplies	898.97
Postage	3,794.84
President's Office	1,500.00
Printing and Supplies	13,629.73
Retirement—Dr. Stroh	2,962.56
Retirement—Executive Secretary, Treasurer and Editor	1,800.00
Salaries—Executive Staff	20,658.37
Salaries—Other	22,740.97
Taxes—Real Estate	3,442.36
Taxes—Payroll	858.77
Telephone and Telegraph	685.37
Travel—President	2,500.00
Travel—Vice Presidents	800.00
Travel—Regional Directors	2,000.00
Travel—Executive Secretary	2,500.00
Travel—Treasurer	300.00
Travel—Editor	300.00
Utilities	1,883.63
Total General Expense	<u>\$150,470.04</u>
Payment of Prior Year's Accrual of Payroll Taxes Over Current Year's Accrual	186.69
Committee Expenses	3,220.23
Capital Outlay—Furniture and Fixtures	1,818.34

\$155,695.30**SCHOLARSHIP FUND**

Government Securities Purchased	\$ 27,666.50
Scholarships Paid	<u>7,500.00</u>

35,166.50

DISBURSEMENTS—Continued

PERMANENT FUND

Government Securities Purchased	\$ 23,286.13
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BUILDING FUND

Furniture Purchased	634.80
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EDUCATORS AWARD FUND

Award — Dr. D. Rogers	1,000.00	215,782.73
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BALANCE — June 30, 1959		<u>\$194,271.84</u>
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The above balance represented by the following:

Petty Cash	\$ 100.00
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Cash on Deposit:

Available Fund	\$ 44,863.43	
Building Fund	5,431.72	
Permanent Fund	8,215.03	
Scholarship Fund	5,308.27	
Emergency Fund	1,765.11	
Educators Award Fund	895.24	
Available Reserve Funds (Savings Accounts)	127,693.04	194,171.84
		<u>\$194,271.84</u>

AUDITOR'S CERTIFICATE

We have examined the above Balance Sheet of The Delta Kappa Gamma Society as of June 30, 1959, and the related Trace of Cash. Our examination was made in accordance with generally accepted auditing standards, and accordingly included such tests of the accounting records and such other auditing procedures as were considered necessary in the circumstances.

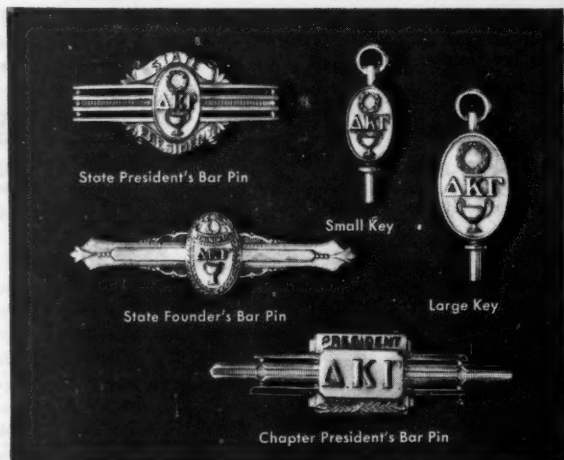
In our opinion, the above Balance Sheet and statement of Trace of Cash, prepared on a cash basis, presents fairly the financial position of The Delta Kappa Gamma Society at June 30, 1959, in conformity with generally accepted accounting principles applied on a basis consistent with that of the preceding year.

Yours very truly,

PENDLETON & HENRY, CPAs

The Delta Kappa Gamma Society

OFFICIAL INSIGNIA



	10K Gold	1/10 10K Gold Filled
Large size Key	\$5.00	\$3.50
Small size Key	4.00	2.75
Large size Key-Pin	6.00	4.50
Small size Key-Pin	4.75	3.50
State President's Bar Pin	12.75	
State Founder's Bar Pin	9.00	5.00
Chapter President's Bar Pin	9.25	5.00

10% Federal Tax and any state tax in addition.

HOW TO ORDER

Orders for official insignia must be sent on official permit cards, signed by the International President. Write to 416 West 12th St., Austin 1, Texas, for permit cards.

Write for new complete price list.

Official Jeweler to THE DELTA KAPPA GAMMA SOCIETY

L. G. Balfour Company
ATTLEBORO, MASSACHUSETTS

In Canada — L. G. Balfour Company Ltd. — Toronto and Montreal

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